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ABSTRACT

The consumer's guide presents information on 109 projects which provide inservice special education training to regular education personnel. The prospectus section contains an analysis of the projects as a group and is organized according to the various structures on inservice teacher education. Reviewed are the general trends in training, and highlighted are specific projects. Covered in this first section are the following topics: initiatives and geographic boundaries, collaboration, trainees and incentives, competencies, the training process, topics of training and disability categories, evaluation, dissemination, and funding sources. The section on programs lists each project by state and includes information on contacts, target trainees, disability areas, and training topics. Finally, the postscript shows geographical locations of projects, presents a list of products that have been developed, and concludes with a selected bibliography on inservice teacher education. (SBH)

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A CONSUMER'S GUIDE TO PERSONNEL PREPARATION PROGRAMS:

THE INSERVICE TRAINING OF REGULAR EDUCATORS IN SPECIAL EDUCATION

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CONTENTS

PRELIMINARIES

THE SURVEY/THE GUIDE vii

PROSPECTUS

INITIATIVES AND GEOGRAPHIC BOUNDARIES 3
Precursors and Prime Movers 3
Service Spheres 4

COLLABORATION 5
Collaborative Planning 5
Collaboration in Program Delivery 7

TRAINEES AND INCENTIVES 9
Target Training Populations 9
Trainee Characteristics and Group Composition 11
Numbers in Training 14
Incentives 15

COMPETENCIES 16

THE TRAINING PROCESS 20
Instructional Models 20
Instructional Techniques 21
Training Packages 23
Duration of Training 24

CONTENT 25
Topics of Training 25
Disability Categories 35

EVALUATION 37
Evaluation Models and Techniques 37
Data Gathering 38

DISSEMINATION 40
Exchange 40
Awareness 41
Knowledge 42
Skill 43

FUNDING SOURCES 44

PROGRAMS

LIST OF 109 PROJECTS, BY STATE 47

POSTSCRIPT

GEOGRAPHIC LOCATIONS OF PROJECTS 74
PRODUCTS OF INSERVICE PROJECTS 75
REFERENCES 78
SELECTED BIBLIOGRAPHY 79

PRELIMINARIES

When education becomes two-way communication, when the teacher looks upon . . . the child with handicaps as a special human being, with special insights on the world of learning, special viewpoints on what life is all about, and special ways of teaching peers and teachers -- when the teacher understands all that, the educational process will have flowered. (Schmidt, 1977, p. 2)

The Survey

THIS CONSUMER'S GUIDE presents information on 109 projects that are currently providing inservice special education training to regular education personnel. All projects receive some amount of financial support from the Division of Personnel Preparation, Bureau of Education for the Handicapped. Although Teacher Education/Special Education usually prepared information covering programs not receiving federal funds, as well as grant-supported projects, in this case the potential numbers are so enormous that it was feasible to survey only one specific group. The large number of projects described should give the reader a fair idea of the general state of the art in inservice training of regular educators in special education.

The Division of Personnel Preparation currently funds 170 projects under the rubric of inservice for general educators. For the purpose of this guide, the list was reduced. One criterion for inclusion was that projects should be currently operating inservice training programs. A number of the 170 projects had conducted their inservice components in the summer of 1977 and were, thus, no longer in the inservice business at the time of the survey (September to November, 1977). Second, some projects are not intended for direct training but for technical or support assistance, and these were also eliminated. They will, however, appear in a separate directory of technical assistance projects. Still other projects are involved exclusively in inservice training for physical education or vocational education for the handicapped. Both areas will be subjects of consumer's guides produced by Teacher Education/Special Education in the near future and were, therefore, assigned to those surveys. After eliminating projects for these reasons, 111 remained. Of these, one requested not to be included in the guide, and the other failed to respond to our contacts. The final product represents approximately 98 percent of the federally funded projects that are, at this time, providing inservice training to regular educators in special education.

The Guide

This consumer's guide is divided into several sections. The prospectus is a composite analysis of the projects as a group and is organized according to the various structures of inservice teacher education. It presents the general trends in training and highlights specific projects. Although the narrative occasionally suggests areas that should be more fully developed, no criticism of these projects is intended. As individual programs and as a group, they are without exception providing excellent and necessary services, and their directors have been extremely helpful in providing information and materials.

The section on programs lists each project, with full contact information, and itemization of target trainees, disability areas, and training topics addressed. Finally, the postscript shows geographical locations of projects, presents a list of products they have developed, and concludes with a selected bibliography on inservice teacher education.

The purpose of the guide is to present an overview of training in this area and to offer professionals a means for communicating with one another. We welcome comments from the field, as well as program descriptions from projects that have not been included within these pages.

PROSPECTUS

Approximately 250,000 teachers are working in special education in this country today, and their rate of attrition is around 6 percent. A few more than 25,000 new people enter the field each year after completing inservice training, but, when the attrition rate is considered, this leaves only about 10,000 additional teachers who enter the manpower pool annually. However, to serve between 7 and 8 million children, we know that we need 500,000 teachers and support personnel. Since we also know that many of these children must be served in the least restrictive environment of the regular classroom for at least part of the school day, it becomes clear that a large group of the 250,000 additional personnel we need must be recruited and retrained from the ranks of regular educators. It will not be possible to give these youngsters the best education unless regular teachers understand exceptional children and how to work with them. Thus, a major area of development, both now and in the future, will be the comprehensive inservice training of regular educators. (Siantz & Moore, 1977, pp. 40-41)

PRECURSORS AND PRIME MOVERS

In recent years, initiation and control of teacher education programs have moved from the traditional jurisdiction of colleges and universities toward a wider jurisdiction that includes state and local education agencies, teachers' organizations, and community representatives. This more inclusive spectrum of authority reflects the educational belief that wide-ranging involvement in decision-making is likely to improve the quality of teacher education, especially inservice teacher education. At the same time, it is a manifestation of the political movement to decentralize the governance of teacher training (Nicholson, Joyce, Parker, & Waterman, 1976). Thus, to understand precursors and prime movers of inservice training programs is also to understand something about the kinds of leadership at work, about the motivation for this leadership, and about the shape that programs take.

Public Law 94-142 was the most influential precursor of the projects in this survey, although state or local statutes were also precedents for decision-making in a few cases. Five prime movers for initiating programs were identified, and, since these acted in combination in some instances, the figures displayed in Table 1 exceed 109.

Table 1

Initiation of Training Programs

PRIME MOVER	NUMBER OF PROGRAMS
College or university	68
State education agency	30
Local education agency	21
Intermediate admin unit	8
Multi-state interests with university as hub	2

In Table 1 and elsewhere in this guide, a university or college is defined as an institution of higher education that provides inservice training - and also as an entity that has a functional or fiscal relationship with an institution of higher education. Four examples are represented.

* Affiliated for fiscal purposes: *Frederick Burk Foundation at San Francisco State University* and *Edinboro Foundation, Pennsylvania*.

* Provides personnel preparation services in conjunction with an institution of higher education: *Marianne Frostig Center of Education Therapy, California*.

* Has been identified by the Bureau of Education for the Handicapped as a university-affiliated facility: *University of Kansas Medical Center.*

Training initiated by multi-state interests shown in Table 1 emanates from the *University of Tennessee Knoxville* and the *University of Washington.*

* In collaboration with the states of Florida, Georgia, Kentucky, North Carolina, Tennessee, and Virginia, the *University of Tennessee-Knoxville* is providing inservice to school psychologists in order that they may work with moderately to severely handicapped children who are visually handicapped.

* The *University of Washington* (in cooperation with the states of Washington, Wyoming, Alaska, and Montana) is readying administrators, special educators, nurses, psychologists, and social workers to program for severely disturbed and retarded pupils

SERVICE SPHERES

Although most projects are intended to reach trainees within state boundaries, the political or geographical scope of training varies. Four projects serve a single school or institution: the *University of Miami* focuses solely on Palmetto Elementary School; the *Region 10 Education Service Center* in Texas serves Richardson High School; teachers at Lindsay Elementary School are the recipients of the *University of Oklahoma's* project; *North Carolina Central University* is training its own faculty members. Conversely, two projects (described below) have national impact, and both also serve trainees from outside the United States.

In a few instances, projects have different components for serving different areas (for example, one component to serve local district needs and another to offer statewide training). Thus, the entries in Table 2 total 113.

NATIONAL AND INTERNATIONAL IMPACT

* *The Marianne Frostig Center of Educational Therapy* in California uses a multidisciplinary approach to continuing education for personnel working with learning disabled, educable mentally retarded, and moderately disturbed pupils. The summer training component of this project involves participants from Mexico and European nations, as well as various areas of the United States.

* The *University of Georgia* has developed an instructional model for inservice training of personnel serving the emotionally disturbed. This project has given extensive technical assistance in the United States and Canada in the establishment of the Developmental Therapy Model. The University of Georgia texts, *Rutland Center Model for Treating Emotionally Disturbed Children* and *Developmental Therapy* are used in at least 74 universities.

Table 2
Geographical Areas Served

SCOPE OF SERVICE	NUMBER OF PROJECTS
One school or institution	4
Portion of school district	3
One entire school district	13
More than one district	10
One entire county	9
In-state region composed of more than one county	27
One entire state	41
More than one state	2
National interests	2
International interests	2

COLLABORATION

COLLABORATIVE PLANNING

"The success or failure of inservice education is directly related to the commitment of those it is designed to affect; the more a staff is involved in planning the events and procedures, the more likely it will want to carry on self-improvement throughout the year, beyond the days specifically designed for staff development" (Naumann-Etienne & Todd, 1976, p. 2). Collaborative planning seems particularly essential in preparing classroom teachers for mainstreaming in accordance with Public Law 94-142, to ensure that the expressed needs of teachers, as well as the legal requirements placed upon the system, are considered.

The directors of projects represented in this survey generally affirmed this view; only eight reported no form of collaborative planning. Most reported collaboration with one, two, or three agencies or groups (28, 26, and 22 projects, respectively). Table 3 shows the seventeen collaborative entities that were identified.

No project reported negotiated agreements with national teachers' or unions

in their planning, although several of these have become critical of current inservice practices, as well as influential in identifying teachers' training needs. The inservice project of the National Education Association (Reform in Teacher Education) is based on the concept that positive change in teacher education should be the responsibility of teachers and their associations and should be established through negotiated agreements. The policy of the American Federation of Teachers, also to be achieved in negotiation, requires that inservice training be considered in relation to issues of certification, obsolescence of skills, and certificate renewal (Nicholson, Joyce, Parker, & Waterman, 1976). Considering the national scope of this survey and the number of large metropolitan areas represented, the absence of negotiation in the planning stages is noteworthy, although projects were sometimes organized within existing negotiated structures.

Table 3

Collaborators in Planning

COLLABORATORS	NUMBER OF PROJECTS
Local educ agencies (may include teachers)	76
Colleges and universities	52
State education agencies	51
Intermediate admin units	27
Parents	14
Professional organizations other than NEA or AFT	6
Community organizations	7
Regional Resource Centers	6
Special education consultants	5
Advocacy groups	3
National Education Assoc	2
Health departments	2
Community colleges	2
Other programs in university	3
State advisory boards	2
Regional educ service center	1
Cooperative Manpower Pl Comm	1

Prime movers indicated in Table 1 have used one or more of the collaborators shown in Table 3. The predominant pattern of collaborative planning is that of the local school district or intermediate administrative unit, the state education agency, and the institution of higher education. Also of particular interest are those projects that involve parents of handicapped students in collaborative planning.

PROJECTS INCLUDING PARENTS AS COLLABORATIVE PLANNERS

* *Alabama State University*
* *Arizona Department of Education*
* *Georgia Southern College*
* *Heart of Georgia Cooperative Service Agency*
* *Louisiana State Department of Education*
* *Minnesota State Department of Education*
* *Montgomery County Public Schools, Maryland*
* *San Francisco State University, California*
* *Office of the Solano County Supt of Schools, California*
* *St. Cloud University, Michigan*
* *University of Connecticut*
* *University of Georgia*
* *University of Miami, Florida*
* *University of North Florida*

COLLABORATION IN PROGRAM DELIVERY

When it comes to role assignments in the actual delivery of inservice training, meaningful collaboration diminishes. Twenty projects incorporate no form of outside collaboration in actual training. Among the remainder, the single most frequent collaborator role is that of advisor, a function not suggestive of active, ongoing involvement. Table 4, whose entries include multiple responses from some projects, shows all roles of collaborators in program delivery.

When teachers are involved in both the planning and conduct of inservice activities, programs tend to have greater success than when they are planned and conducted by college or other outside personnel without teachers' assistance (Lawrence, Baker, Elzie, & Hansen, 1977). In this survey, ten projects whose target trainees are teachers also involve teachers in meaningful collaborative roles, as follows:

* *Livingston University, Alabama:* Program planning, curriculum development, and evaluation.

* *Arkansas Department of Education:* Program planning, curriculum development, teaching, and evaluation.

* *Frederick Burk Foundation for Education at San Francisco State University:* Program planning, curriculum development, teaching, and evaluation.

* *Guam Department of Education:* Program planning, curriculum development, and evaluation.

* *Regis College, Massachusetts*: Program planning and evaluation.

* *Oregon School District #1*: Curriculum development, teaching.

* *Temple University*: Program planning, curriculum development, dissemination.

* *Washington Department of Public Instruction*: Curriculum development, teaching, evaluation.

* *Minnesota Department of Education*: Pre-planning, implementation, and evaluation.

* *Marianne Frostig Center of Education Therapy, California*: Program planning and evaluation.

Table 4

Collaborative Roles in Program Delivery

COLLABORATORS' FUNCTIONS	NUMBER OF PROJECTS
Advisory, use of facilities, other planning	64
Instruction of trainees	41
Evaluation	35
Curriculum development	12
Administration	8
Dissemination	8
Financing	2
Field testing	2
Support services	2
Development and compilation of instructional materials	1
Newsletter preparation	1
On-campus advisement of trainees	1

TARGET TRAINING POPULATIONS

Many projects provide inservice training in special education to more than one type of professional. However, since the thrust of the projects surveyed is to pave the way for placement of children in the least restrictive environment, the most predominant trainee is the regular classroom teacher -- served by 101 projects (61 colleges or universities, 28 state education agencies, 1 regional service center, and 1 private agency). The second largest group of targets is composed of administrators from local school districts. Of the 55 projects providing training for these administrators, 17 are operated by state education agencies, 31 by colleges or universities, 4 by intermediate administrative units, and 3 by local school districts. (The list of projects displayed on pages 47 through 71 shows individual programs and all of their target populations.)

In addition to regular classroom teachers and administrators, a number of other groups are being served by these projects, as follows.

PARENTS (N = 11)

* *Arizona Department of Education*
* *Duquesne University, Pennsylvania*
* *Idaho State Department of Education*
* *Minnesota State Department of Education*
* *Montgomery County Public Schools, Maryland*
* *Nevada State Department of Education*
* *Ohio University*
* *Rhode Island State Department of Education*
* *Stetson University, Florida*
* *University of Georgia*
* *University of Maine*

CENTRAL OFFICE STAFF OF LOCAL EDUCATION AGENCIES (N = 9)

* *College of St. Thomas, Minnesota*
* *Kansas State Department of Education*
* *Michigan State Department of Education*
* *Nebraska State Department of Education*
* *Pennsylvania State Department of Education*
* *Southern Connecticut State College*
* *University of Georgia*
* *University of Miami, Florida*
* *University of Nebraska, Barkley Center*

SCHOOL PSYCHOLOGISTS (N = 8)

* *Arizona Department of Education*
* *Idaho State Department of Education*
* *Illinois State University (Prototype Training Programs)*
* *Kansas State Department of Education*
* *Michigan State Department of Education*

SCHOOL PSYCHOLOGISTS (cont'd)

* Ohio University-Athens
* University of Tennessee-Knoxville
* University of Washington

SCHOOL COUNSELORS (N = 7)

* Georgia College
* Georgia Southern College
* Georgia State Department of Education
* Georgia State University
* Metropolitan Cooperative Educational Service Center, Georgia
* Houston Independent School District
* Rhode Island College

PARAPROFESSIONALS/AIDES (N = 6)

* Georgia State Department of Education
* Heart of Georgia Cooperative Service Agency
* Kansas State Department of Education
* Kansas State University
* Minnesota State Department of Education
* University of Tennessee-Knoxville

SOCIAL WORKERS (N = 4)

* Illinois State University (Prototype Training Programs)
* Indiana State Department of Education
* University of Georgia
* University of Washington

STAFF OF INSTITUTIONS OF HIGHER EDUCATION (N = 6)

* Lenoir-Rhyne College, North Carolina
* Mansfield State College, Massachusetts
* North Carolina Central University
* University of Georgia
* University of Hawaii
* University of Nebraska-Lincoln, Teachers College

BOARD OF EDUCATION MEMBERS (N = 3)

* Nebraska State Department of Education
* Southern Connecticut State College
* University of Nebraska, Barkley Center

SPEECH CLINICIANS/THERAPISTS (N = 3)

* Idaho State Department of Education
* Kansas State Department of Education
* University of Georgia

ADMINISTRATION AND STAFF OF INTERMEDIATE ADMINISTRATIVE UNITS (N = 2)

* *Mansfield State College, Pennsylvania*
* *New Hampshire State Department of Education*

SCHOOL NURSES (N = 2)

* *Indiana State Department of Education*
* *University of Washington*

COMMUNITY COLLEGE STAFF MEMBERS/CHILD DEVELOPMENT TRAINERS (N = 1)

* *Education Service Center, Region 10, Texas*

ADMINISTRATORS OF INSTITUTIONS OF HIGHER EDUCATION (N = 1)

* *University of Georgia*

TRAINEE CHARACTERISTICS AND GROUP COMPOSITION

The purpose of the projects in this survey is to prepare regular education personnel to work with handicapped children. Accordingly, it is of interest to determine the number of trainees who are already working with such children, as opposed to trainees being prepared in advance of mainstreaming. Only three projects make this type of involvement a criterion for entry into the inservice program, but, as Table 5 indicates, a number of other projects include trainees who are employed at schools where mainstreaming has been instituted.

Table 5

Trainees Working in Mainstream Schools

PERCENT OF TRAINEES IN MAINSTREAM SCHOOLS	NUMBER OF PROJECTS
0	4
1 - 25 %	7
26 - 50 %	6
51 - 75 %	11
76 - 99 %	10
100 %	48
No data	17
Not applicable	6

* The project of the *Office of the Solano County Superintendent of Schools, California,* exemplifies the use of mainstreaming as a trainee entry requirement. As a preliminary to inservice training, teachers must make the commitment to accept two handicapped children into their regular classrooms. The teachers themselves make the choice as to the disability category they prefer. The project provides ongoing support to participants for a year following three stages of inservice training: (1) nine hours of orientation training; (2) a two-hour basic workshop on substantive problems associated with mainstreaming; (3) a series of six two-hour specialized workshops on special problems of mainstreaming.

Since the largest target population of trainees among projects surveyed are classroom teachers (101 projects) and school administrators (55 projects), the fact that only 17 projects provide training exclusively for teachers and 2 provide exclusively for administrators (Table 6) suggests that much training involves a mix of professionals. Varied group composition would align with findings that programs in which supervisors or administrators participate in any of several roles tend to be more successful in accomplishing their objectives (Lawrence, Baker, Elzie, & Hansen, 1977). Equally important, the training of administrators in special education is essential if the social and educational changes addressed by Public Law 94-142 are to be carried forward.

> Contrary to general opinion, administrators and not teachers are effective change agents for educational innovations. The teacher is not an independent professional who is free to decide what he will teach to whom at what time and at what price. As long as he remains inside the classroom, he does not have the authority to propose a new type of instructional program. Therefore, the decision-making for any major educational innovation is determined by the administrator. (Asher, 1967, p. 33)

TEAMING OF TRAINEES

Among the projects that do combine administrators with other educational personnel, some feature training designed especially for varied teams of professionals. Through this method, trainees not only gain new skills but also develop more effective working relationships and mutual understandings.

* In the project of the *Idaho State Department of Education,* a child study approach is used, and teams are composed of an administrator, a regular education teacher, a special education teacher, a support staff representative, and a parent. These individuals work together to develop, implement, and evaluate individualized educational plans for specific pupils.

* *The University of Connecticut's Handicapped Teacher Education Program* includes 48 teachers in pairs (one regular educator and one special educator) from the same school or school system. Administrators who have broad backgrounds and superior qualifications function as team leaders, with the support of speech and hearing clinicians and corrective physical education specialists. Two diads of special and regular education teachers form each team, and each team is responsible for diagnosing,

Table 6

Entry Criteria

CRITERIA	NUMBER OF PROJECTS
Expressed trainee interest	33
Classroom teachers only	17
Recommendation of local education agency	15
Recommendation of supervisor	14
Experience requirements	9
University admission standards	8
Employment at a certain school	5
Recipient of mini-grant	5
Recommendation of state education agency	4
Leadership qualities	3
Teaching a handicapped child	3
Administrators only	2
Admitted by team (e.g., administrator and two teachers from each school)	2
Restricted to one discipline	1
Schools must guarantee 80% staff participation	1
Must be teacher/parent/parapro	1
Must be teacher/admin/parapro	1
Must be teacher/admin/counselor	1
Parents must be willing to cooperate	1
Must have a student teacher	1

prescribing for teaching, and evaluating twelve students, and for meeting with parents to inform them of each child's progress. To accomplish these goals, the program incorporates 175 classroom pupils into the practical aspects of training.

* Through the *Mississippi State Department of Education*, one administrator (usually a building principal) is teamed with two regular classroom teachers, one special education teacher, and one additional school staff member for inservice training in classroom management, instructional management, and curriculum development.

* Building principals are teamed with regular educators for inservice training by the *Bank Street College of Education, New York*. The program focuses on characteristics of the handicapped, individualized educational programs, communication with parents, resource utilization, professional attitudes, legal requirements, and designation of program goals and objectives.

In other team designs, administrators are omitted but parents play key roles, as indicated by the following examples.

* The project of *Stetson University* in Florida trains teams consisting of 21 regular education teachers who have learning disabled children in their classrooms and 21 sets of parents of those children. The project features a multifaceted approach, with various classroom activities for both participant groups, as well as demonstrations of instructional materials.

* The *Heart of Georgia Cooperative Educational Service Agency* provides school-based workshops for four-member teams composed of a regular education teacher, a special education teacher, a paraprofessional, and a parent. Team members collaborate in the planning, implementation, and evaluation of individualized educational programs for children in the classroom.

NUMBERS IN TRAINING

The number of trainees currently enrolled in the surveyed projects could not be determined with exactness. Some project directors were in the midst of the recruitment process when they were interviewed; some agencies and institutions keep records of approximations, rather than head counts; other projects are training in such large numbers that only rounded estimates could be supplied. On the basis of general or specific enrollment figures reported, it is conservatively estimated that 36,000 people are enrolled in these 109 programs.

The largest program is that of the *Iowa State Department of Education*, which is training 2800. The smallest is *Rhode Island College*, with 12 trainees. The average number of persons trained, based on N = 109, is 334; the median number of persons trained is 130. Table 7 shows ranges of enrollment figures.

Table 7

Estimated Numbers Enrolled

ENROLLMENT	NUMBER OF PROGRAMS
1 - 25	17
26 - 50	20
51 - 100	12
101- 150	10
151- 200	8
201+	39
201+ (Inservice & preservice not separated)	1
Not applicable	1
Not reported	1

INCENTIVES

Interviewees reported a number of incentives for participation in inservice training: credit for certification, credit for academic credentials, release time with or without pay, promotion within the local school district, stipends, per diem payments, and professional fulfillment. A number of projects, while not campus based, do have collaborative arrangements whereby colleges or universities award credit upon trainee completion of a specified number of hours of training.

Of the 109 projects surveyed, 66 offer no remuneration to trainees, 37 give some type of financial incentive, 3 could not supply this information, and, in the remaining 3 cases, the question was not applicable because projects are involved in curriculum development or internal training. Of the approximately 36,000 trainees, 60 percent receive no financial incentive, while 34 percent receive some amount of money; the remaining 6 percent are enrolled in programs for which this question is inapplicable or on which no data were supplied.

Sources of financial assistance vary, and some projects are drawing from two, three, or four sources to provide monetary incentives to trainees. Additional unreported stipend payments may also be made directly to trainees by sources not identified by projects. Table 8 shows the known sources of stipends and other forms of financial incentive. (The table includes multiple responses.)

Table 8

Sources of Financial Incentives

SOURCE	NUMBER OF PROJECTS
College or university	1
Local education agency pays trainee	3
State education agency	6
Local education agency pays in kind (e.g., pays substitute teachers)	9
Project funds	31

COMPETENCIES

Competency-based training is oriented toward trainee acquisition of specific sets of skills or concepts that correlate with functional teaching roles. This individualized approach is based on the achievement of objectives, and it can be used within a variety of instructional models. In an earlier survey, in which professionals and policy makers in 42 states and the District of Columbia were interviewed, 65 percent of the interviewees favored a competency-oriented approach to inservice teacher education, while only 17 percent definitely opposed it (Joyce, McNair, Diaz, McKibbin, Waterman, & Baker, 1976).

Competency-based training is offered by 85 of the projects surveyed. (The list of individual projects beginning on page 47 indicates each program that uses this approach.) In many cases, competency lists used by projects have been derived from various sources. Table 9 includes multiple responses, shows those sources.

DEVELOPMENT OF COMPETENCIES

* The project of the *University of Alabama* began in the year before implementing inservice training to develop competency lists. The questionnaire, "Essential Teacher Competencies," was administered to 155 randomly selected regular classroom teachers from central Alabama schools. Respondents were asked to rate on a five-point Likert Scale their perceived level of competence in programming for mildly handicapped children. A composite score and ten category means were computed for each teacher. Comparisons were made between groups of teachers with various levels of teaching experience, professional coursework, and highest degree attained. Results included:

  * Perceived training needs in the area of mainstreaming the

handicapped are quite specific to four categories: (a) assessment of student needs, (b) resources for learning, (c) professional knowledge, and (d) communication.

* With few exceptions, these areas were cited by teachers regardless of their teaching experience, participation in special education coursework, or professional degree attainment.

* Each school district reflected unique training needs.

This study was the basis for the development of the project's competency list. Although all respondents to the questionnaire did not receive training from the project, their competency needs were generalized to actual trainees.

Table 9

Sources of Competencies

SOURCES	NUMBER OF PROGRAMS
Self-developed	63
Other program	16
Literature	7
State education agency	3
College or university	2
Commercial producer	1
Consultant	1

Major competency areas addressed by the inservice programs are shown on Table 10. The first five areas, representing 48 percent of the total, indicate a general trend toward training in:

* Identification of learning and behavior problems.

* Diagnosis and assessment.

* Classroom environment.

* Program development, including requirements of Public Law 94-142.

* Teaching techniques.

Table 10

Major Competency Areas

COMPETENCY AREAS	NUMBER OF PROGRAMS ADDRESSING AREA	PERCENT OF TOTAL COMPETENCY EMPHASIS
Identification of learning/ behavior problems	35	11 percent
Diagnosis and assessment	33	10
Classroom environment	31	9
Program development, including Public Law 94-142 requirements	30	9
Teaching techniques	29	9
Instructional materials/ curriculum programs	18	5
Individualized educational program	18	5
Mainstreaming	16	5
Use of educational and community resources	13	4
Types of handicapping conditions	13	4
Team membership/interdisciplinary	14	4
Prescription strategies	13	4
Leadership	10	3
Evaluating instructional procedures	10	3
Interacting with parents	6	2
Revising inservice training	5	2
Due process	5	2

Table 10 (continued)

Major Competency Areas

COMPETENCY AREAS	NUMBER OF PROGRAMS ADDRESSING AREA	PERCENT OF TOTAL COMPETENCY EMPHASIS
Task analysis	4	1 percent
Working with learning disabled students	2	1
Working with emotionally disturbed students	2	1
Working with mentally retarded	2	1
Language development	2	1
Occupational therapy devices	1	0
Basic information	1	0
Not specified	18	4
TOTALS	330	100 percent

The 18 projects whose competencies are not specified are those whose responses to this question were too general to yield specific answers.

In general, competency areas addressed by these projects emphasize in-class, building-level activities. Various needs assessments currently in progress (e.g., Teacher Education/Special Education; Council for Exceptional Children) are revealing a priority demand for inservice training on the development, implementation, and and review of the individualized educational program. Therefore, it is suprising that, among these projects, competencies in this area rank seventh in frequency. On the other hand, a number of the competency areas are intimately related to development of individualized educational programs: identification of learning and behavior problems; diagnosis and assessment; prescription strategies; interacting with parents.

The competency area on program development, including Public Law 94-142 requirements, subsumes a number of mandated requirements, such as placement and appraisal, evaluation and management. The fact that five projects include the revision of inservice training as a competency area is apparently related to the law's provision for a comprehensive system of personnel development.

THE TRAINING PROCESS

INSTRUCTIONAL MODELS

Each respondent was asked to describe which of three instructional approaches most closely approximates the model used by the inservice training program. The informational model, for purposes of this survey, requires the trainee to integrate and process information and make use of resources, particularly academic systems, in learning. The personalistic model focuses on the individual as the source of educational innovations and attitude change; thus, emphasis is placed on individual constructiveness and problem-solving. The social interaction model structures training through maximum participant interaction, with considerable attention to relationships and collaboration as sources of educational improvement (Joyce, Howey, & Yarger, 1976).

Many projects combine two or three approaches, and the frequency count shows that:

* 150 projects use an informational approach.

* 62 projects use a personalistic approach.

* 50 projects use a social interaction approach.

These three instructional approaches may be loosely translated into general goals of inservice training: to impart knowledge, to teach new skills, and to change attitudes. Each goal is important in preparing regular education personnel for special education experiences.

INFORMATION

Before skill training can begin, the trainee must have awareness of the purposes and procedures involved, and these are usually and suitably delivered via informational strategies. Moreover, the academic approach is conducive to certain preliminary understandings, such as types of handicapping conditions, characteristics of exceptional children, interdisciplinary roles, legislation and litigation, and so on.

In this survey, however, practical, in-class competencies are stressed by projects that also emphasize an informational approach to teacher training (albeit that many use a combination of approaches). A trend discovered by an earlier study is that college-based programs are far more directed toward changing the teacher's store of information or cognitive behaviors than are school-based programs (Lawrence, Baker, Elzie, & Hansen, 1977). The same study also indicated that (a) "inservice education programs that place the teacher in an active role (constructing and generating materials, ideas, and behaviors) are more likely to accomplish their objectives than are programs that place the teacher in a receptive role (accepting ideas and behavior prescriptions not of his or her own making," and (b) "programs that emphasize demonstrations, supervised trials, and feedback are more likely to accomplish their goals than are programs in which the teacher is expected to store up ideas and behavior prescriptions for a future time" (Lawrence, Baker, Elzie, & Hansen, 1977, p. 3).

PERSONALIZATION

A personalized approach to inservice teacher education is exemplified by the Teacher Center model, which may be characterized by what it provides: (a) inservice assistance to teachers only when they request it; (b) assistance in line with the teacher's goals, objectives, and needs; (c) assistance at the site, rather than in courses or seminars exclusively; (d) assistance intended to increase the likelihood that teachers will become self-helpful and independent (Katz, 1974). Also relevant is the project of the *Vermont State Department of Education*, through which consulting teachers, trained at the University of Vermont, act as school-based trainers and resource people to classroom teachers who are integrating handicapped children into the mainstream.

"Inservice education programs that have differentiated training experiences for different teachers (that is, "individualized") are more likely to accomplish their objectives than are programs that have common activities for all participants" (Lawrence, Baker, Elzie, & Hansen, 1977, p. 3). In addition, personalized instruction is more likely to be job-embedded, a convenience factor which contributes to participant motivation, and classroom-based, a practical factor which greatly enhances skill acquisition and impact on pupils.

INTERACTION

"The day when special education teachers can work effectively in a vacuum is over" (Perske & Smith, 1977, p. 17). A repeated implication of the Public Law 94-142 provisions is that educational personnel need specific skills for interacting with parents and with members of other disciplines, both of which are among the competencies addressed by projects in this survey.

An interactional approach to inservice training can have dual outcomes. First, participants can work together to discuss concepts, test skills, receive feedback, and evaluate end products in an applied, practical manner. Second, through this process, trainees may gain insights and understandings that will aid them in future interactions and relationships. This approach is illustrated in projects that create teams of trainees (pages 12-14), and appears to be particularly effective when team membership includes various individual roles (e.g., teacher, administrator, parent). "Inservice education programs in which (participants) share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs in which each teacher does separate work" (Lawrence, Baker, Elzie, & Hansen, 1977, p. 3).

INSTRUCTIONAL TECHNIQUES

Questions about instructional techniques were intended to elicit the methods and strategies trainers use in the actual training situation. Projects tend to combine several techniques. Nonetheless, as Table 11 shows, the lecture method is predominant, coincides with emphasis on the informational model, and, when used exclusively, may partially account for the concept that "for the most part, teacher inservice education has been a kind of massive spectator sport" (Brandt, Mesa, Nelson, Marsh, Rubin, Ashworth, Brizzi, Whiteman, Joyce, Howey, Boyer, & Vance, 1976, p. 125).

Table 11

Instructional Techniques

TECHNIQUES	NUMBER OF PROJECTS
Lecture	87
Workshop	85
Demonstration	84
Direct contact with children	62
Coursework	54
Simulation	54
Training packages/modules	52
Pupil observation	50
Videotapes	49
Teacher center activities	13
Ongoing supervised practica	9
Films/filmstrips	8
Conferencing/counseling	8
Small-group discussion	6
On-site visitation	6
Slide-tape/slides	3
Report writing	2
Case-study discussions	2
Panel presentations	1
Modeling and demonstration	1
Self-instruction/evaluation	1

SPECIAL EFFECTS

* *The University of South Alabama's* project has established a hot line for teachers. It provides simple answers to questions regarding educating exceptional children in the regular classroom. Written answers to complex questions can be given within 24 hours, and on-site team visits can be arranged in critical need cases. The hot line also serves as a referral service to other agencies, provides pertinent articles, lists of instructional materials, position papers, bibliographies, and other materials to school personnel. The project has also established a loan library within the county that provides teachers with immediate access to available books and materials.

* Through the *University of Georgia,* trainees may send in a videotape of a problem child's behavior and receive feedback. Trainees are assigned to a treatment team and participate in psychoeducational testing of referred children, staff meetings, and daily debriefings. The Developmental Therapy Institute serves as a teacher center, with training modules and 44 ten-minute video vignettes used for instruction, as well as numerous simulation activities and small group discussions.

* The inservice project of the *University of Wisconsin-Milwaukee* is designed to develop videotaped modules for elementary and secondary school classroom teachers. Module topics include: understanding individual differences, assessing individual differences, programming individual differences. Modules are sold for $45 to $90 each.

TRAINING PACKAGES

A packaged inservice program is systematic and self-contained, can be transported, and may include such items as: modules, lists of objectives, lists of outcomes, instructional procedures, resource ideas, tests, trainee materials, visuals, and bibliographies. Among the projects in this study, 71 reported the use of training packages, as follows:

* 55 developed their own packages.

* 3 adopted the packages of colleges or universities.

* 2 adopted the packages of regional education agencies.

* 2 adopted the packages of local education agencies.

* 1 adopted a package developed jointly by a state education agency and an educational service center.

* 8 did not specify package sources.

* None used commercially prepared packages.

ADOPTIONS

* *Oklahoma Baptist University* adopted materials for principal training and teacher training from the Region 13 Education Service Center in Austin, Texas.

* Both the *Jackson County Intermediate Educational District, Oregon,* and *Augustana College, South Dakota,* adopted the Region 13 Education Service Center (Austin, Texas) materials on teacher training.

* The *Arkansas Department of Education* is using the Midwest Regional Resource Center (Drake University, Iowa) training modules on: the individualized educational plan, diagnostic-prescriptive testing procedures, and nondiscriminatory testing.

* The *Guam Department of Education* adopted the Region 13 Education Service Center (Austin, Texas) training package entitled, "Mainstreaming Handicapped Students in Regular Classrooms."

* The *Guam Department of Education* also adopted the I-CAN physical education materials for mainstreaming developed at Michigan State University

* The *Georgia State Department of Education* uses training modules from Project STRETCH, developed through the efforts of the State Department and the Metropolitan Cooperative Educational Service Center in Atlanta. The twenty modules cover a variety of topics, including mainstreaming, assessment, individualized educational planning, and career education.

* The *Allegheny Intermediate Unit, Pennsylvania,* adopted the SEATS simulation materials developed at Syracuse University.

DURATION OF TRAINING

Training time varies from one-day workshop formats to five-semester programs. Many projects have several inservice components of varying durations. Moreover, some state education agency and college or university projects provide training to local school districts that determine the time and place of training; in these cases, specific information could not always be obtained from project directors.

Several projects provide an intensive training period (e.g., six weeks in the summer), followed by a semester of practicum or on-site support and consultation. Other projects reported monthly meetings during the allotted inservice time provided for in the teacher's contract. Still others offer an orientation session before school opens in the fall, and then provide follow-up inservice training on a group basis each month, and some add the services of an in-school resource specialist available to assist and support trainees, upon request. Many projects are following the trend for long-termed training.

"Teachers are more likely to benefit from inservice education activities that are linked to a general effort of the school than they are from 'single-shot' programs that are not part of a general staff development plan" (Lawrence, Baker, Elzie, & Hansen, 1977, p. 3).

CONTENT

TOPICS OF TRAINING

Project directors as a group reported 54 topics as focal points of inservice training. These have been categorized in Table 12 as follows:

* Legal requirements (particularly as related to Public Law 94-142 regulations.
* Program design and implementation.
* Professional responsibilities and training issues.
* Handicapping categories.
* Instructional activities.
* Curriculum.
* Classroom climate.
* General.

Two projects did not report information on training topics. The *New Jersey State Department of Education* awards mini-contracts to local education agencies for the purpose of inservice teacher education; specific topics could not be determined unless all of those local agencies had been contacted. The *University of New Mexico* project uses a nine-step Delphi process to negotiate inservice topics, costs, and arrangements with individual recipient agencies. Therefore, the topics vary from program to program.

The following display of training topics is intended to resemble a horizontal bar graph so that the reader may: (a) identify the project whose topic he is interested in to locate it on the project list, and (b) note the topics offered most frequently and least frequently. Beginning on page 47, each of the 109 projects in this survey is briefly described and assigned a number. The numbers listed beside each training topic match the project numbers. Thus, if the reader wishes to locate projects that offer training on parents' rights, he will note projects 32, 26, 40, and 50 listed for that topic, and then turn to the list of projects to obtain information on how to contact the director.

Table 12

Topics of Training

TOPIC 1: LEGAL REQUIREMENTS

Due process	5 7 11 13 16 20 21 22 23 24 26 30 32 34 40 41 42 45 46 51 55 59 78 97
Statutes, regulations, policy	11 28 46 56 57 58 65 67 70 73 76 79 92 95 100 104 107
Least restrictive environment/ placement	3 5 7 11 14 16 17 20 23 24 26 27 29 30 31 33 34 35 42 45 46 51 55 57 58 59 64 66 67 71 76 77 78 80 81 83 89 90 92 96 100 105 106 107
Parents' rights	32 36 40 50

TOPIC 2: PROGRAM DESIGN AND IMPLEMENTATION

Program evaluation	1 16 27 30 34 41 45 57 59 67 69 75 83 84 86 91 98 100
Service delivery: options, resources, materials, equipment	3 9 28 62 69 70 74 75 76 80 82 87 93 97 98 99 100 108
Program management/ supervision	62 69 74 76 90 97 104

Table 12 (continued)

Topics of Training

TOPIC 2: PROGRAM DESIGN AND IMPLEMENTATION (continued)	
Dissemination	/25/
State graduation requirements	/91/
Private schools	/57/
District referral procedures	/1/ /18/ /19/ /22/
Paraprofessional roles	/37/
TOPIC 3: PROFESSIONAL RESPONSIBILITIES AND TRAINING ISSUES	
College/faculty concerns, including module development and dissemination	/66/
Leadership skills	/13/ /33/
School administrators' roles and responsibilities	/22/ /40/
Change agent processes	/79/

Table 12 (continued)
Topics of Training

TOPIC 3: PROFESSIONAL RESPONSIBILITIES AND TRAINING ISSUES

Communication skills, interpersonal relations (parents), human relations	7 12 14 17 18 23 24 26 27 29 30 33 35 39 40 43 45 46 47 53 55 56 57 59 62 63 65 68 69 83 91 93 100
Group counseling/ management	63 96
Paraprofessional and ancillary personnel training	56
Volunteer training	56

TOPIC 4: HANDICAPPING CATEGORIES

Learning disabilities	56 94
Severely and profoundly handicapped	56
Early childhood	33 56 82
Gifted	82
Articulation problems	94

Table 12 (continued)

Topics of Training

TOPIC 4: HANDICAPPING CATEGORIES (continued)

Hearing impaired	108
Characteristics of handicapped children (includes learning style)	1 2 3 5 7 11 14 17 20 21 22 23 24 25 26 29 [illegible] 34 38 40 42 43 44 45 47 50 51 52 53 55 57 58 59 62 68 69 70 79 83 84 86 87 88 93 96 98 99 100 101 105 106 107

TOPIC 5: INSTRUCTIONAL ACTIVITIES

Grading/reporting	70 91
Language impairment: remediation	10 22 39 41 69 97
Diagnostic/prescriptive approaches to teaching reading	1 2 4 5 7 8 9 12 14 17 18 19 24 26 27 30 34 35 41 43 44 45 54 59 63 67 68 72 73 74 75 81 83 84 85 86 88 94 103 107
Diagnosing reading problems/ remedial reading techniques	39

Table 12 (continued)
Topics of Training

TOPIC 5: INSTRUCTIONAL ACTIVITIES (continued)

Criterion-referenced assessment/testing approaches to instruction	5
Classroom management/behavior modification management	4 5 6 7 9 11 12 15 16 17 18 19 20 22 23 24 25 27 30 34 35 37 41 43 44 45 46 47 48 50 51 54 56 67 70 72 74 75 77 78 85 87 88 94 96 100 103 105 108
Adapting/choosing materials	4 15 28 66 67 91 97 99
Team model/roles	20 49
Home visits	64
Peer tutoring	23
Observation/practice	4 5 12 20 23 24 27 30 34 65 97 106
Developmental therapy model	27
Remediation	1 10 15 17 19 47

Table 12 (continued)
Topics of Training

TOPIC 5: INSTRUCTIONAL ACTIVITIES (continued)

Problem-solving model	19 44 47
Task analysis	25 44 50 97
Testing/assessment	5 6 7 8 10 12 14 16 17 19 20 22 23 24 26 29 30 32 33 34 40 42 44 45 49 51 53 55 57 59 65 67 69 70 72 74 75 77 81 83 88 91 93 94 95 97 98 107

TOPIC 6: CURRICULUM

Physical education/ motor training	10 56 67 69
Individualized educational program	1 2 5 6 7 8 11 12 14 16 17 18 20 21 22 23 24 26 27 29 30 31 34 35 38 39 40 42 43 44 45 46 47 48 49 50 51 52 64 55 57 58 59 62 65 67 68 70 71 73 74 76 77 78 79 80 81 83 84 85 89 90 91 92 94 97 99 102 103
Classroom emergency care	82

Table 12 (continued)

Topics of Training

TOPIC 6: CURRICULUM (continued)

Vocational/career education	10 40 56 107
Training for sensory modality development	12 64
SERT module development (Special Education for Regular Educators)	27
Curriculum development	7 12 16 20 24 25 26 28 33 34 38 42 45 46 54 59 63 78 81 83 86 94 95 97 103 107

TOPIC 7: CLASSROOM CLIMATE

Psychodynamics/ psychological attributes	20 28 65
Affective education/attitude toward handicapped	7 11 20 27 29 30 34 45 48 55 59 62 68 73 75 76 77 79 80 83 85 99 107

Table 12 (continued)
Topics of Training

TOPIC 8: GENERAL

Overview of special education	1	2	3	4	5	7	10	11	20	21
	22	23	24	26	27	28	29	30	32	34
	37	38	39	42	43	44	45	46	47	48
	49	50	51	52	53	55	56	57	58	59
	67	83	86	88	94	99	104	105		

Clusters of training topics shown in Table 12 are often combined to create programs with specialized focus, such as interdisciplinary training, recreation for the handicapped, early childhood education, paraprofessional training, or vocational education. Still other programs are concerned with model development.

INTERDISCIPLINARY INSERVICE TRAINING (N = 8)

* *Arizona Department of Education*
* *Atlanta University, Georgia*
* *Illinois State University (Prototype Training Programs)*
* *Minnesota State Department of Education*
* *San Francisco State University, Frederick Burk Foundation*
* *Tufts University*
* *University of Georgia*
* *University of Kansas Medical Center*

INSERVICE TRAINING FOR PARAPROFESSIONALS (N = 7)

* *Arizona Department of Education*
* *Illinois State University (Prototype Training Programs)*
* *Kansas State Department of Education*
* *Minnesota State Department of Education*
* *Montgomery County Public Schools (Inservice Training), Maryland*
* *Mongtomery County Public Schools (Supplementary Education), Maryland*
* *University of Georgia*

INSERVICE TRAINING ON RECREATION FOR THE HANDICAPPED (N = 1)

* *Arizona Department of Education*

INSERVICE TRAINING ON VOCATIONAL AND CAREER EDUCATION (N = 4)

* *Arizona Department of Education*
* *Illinois State University (Training Professional Personnel)*
* *Louisiana State Department of Education*
* *Minnesota State Department of Education*

INSERVICE TRAINING ON EARLY CHILDHOOD EDUCATION (N = 3)

* *Illinois State University (Prototype Training Programs)*
* *Nebraska State Department of Education*
* *Slippery Rock State College, Pennsylvania*

DEVELOPMENT OF INSERVICE TRAINING MODELS (N = 8)

* *Arizona Department of Education*

  Project SELECT: Prescriptive model for inservice teacher education.

* *Marshall University, West Virginia*

  Mainstreaming teacher training model for Cabole County, West Virginia

* *Montgomery County Public Schools, Maryland*

  Experiential model: Inservice training for school staff members working with mainstreamed students

* *Montgomery County Public Schools, Maryland*

  Experiential model: Supplementary education inservice trainer development model.

* *Regis College, Massachusetts*

  Collaborative training model for generic special teachers

* *Tufts University, Massachusetts*

  Training model: Early childhood teacher education

* *University of Connecticut*

  Consultant teacher model

* *University of Georgia*

  Developmental therapy model

PARENTS

Of the 109 projects, 67 reported teaching regular educators to work with parents. Many who gave an affirmative answer to this question stated that the training consists of a text chapter on communicating with parents or a similarly titled film. Obvious exceptions are the inservice programs that feature parents as members of working teams (pages 12-13).

DISABILITY CATEGORIES

The list of individual projects beginning on page 47 shows the populations of handicapped children relevant to each inservice program. As Table 13 shows, most projects are preparing educational personnel to deal with children who are mildly to moderately handicapped.

Table 13

Mild to Moderate Disability Categories

DISABILITY CATEGORY	NUMBER OF PROJECTS
Full spectrum	51
Learning disabled (including minimal brain dysfunction)	44
Educable mentally retarded	41
Emotionally disturbed	30
Visually handicapped	9
Orthopedically handicapped	8
Hard of hearing	8
Other health impaired	7
Speech impaired	5

In regard to age and grade ranges that personnel are being prepared to serve, the largest group of projects (38) is training for service delivery in grades K-8. Eleven projects are preparing personnel for the middle school, and sixteen focus on the secondary level. One project prepares personnel to work with handicapped individuals from birth to age 25.

* *The Michigan State Department of Education's* inservice program prepares personnel to work with the educable mentally retarded, learning disabled, emotionally disturbed, and physically handicapped from birth to age 25.

Several projects are preparing personnel to serve children other than the mildly to moderately handicapped.

* *The Oregon College of Education's* Project RESTORE is designed to ensure that severely handicapped learning disabled children in sixteen rural state counties receive appropriate educational programming. The inservice training of regular classroom teachers centers on the identification, diagnosis, prescription, and follow-up of these children.

* *The South Dakota State Department of Education* provides inservice training to prepare personnel for moderately to severely handicapped children, on a noncategorical basis. The primary emphasis is on individualized instruction.

* *The University of Georgia's* project is based on interaction between three training tracks: applied, supervisory, and leadership. Trainees are personnel who work with the severely disturbed and autistic. The project uses the Developmental Therapy Model and the Rutland Center Evaluation System.

* *The University of Tennessee-Knoxville* trains school psychologists to serve severely to moderately handicapped children who have vision or hearing impairments or multiple handicaps.

* *The University of Washington* project on the severely handicapped is designed to train administrators, special educators, nurses, psychologists, and social workers in using instructional plans, performance management, periodic evaluation, development of the individualized educational program, and specific intervention strategies.

* *The Valdosta State College, Georgia,* inservice project is designed to train regular education teachers to work with severely handicapped children. Emphasis is placed on: the psychology of the severely handicapped, the severely handicapped in the public schools, various types of exceptionality, service delivery models, instructional materials and methods.

EVALUATION MODELS AND TECHNIQUES

Evaluation has been viewed as perhaps the single most important element in an inservice program. It is essential for assessing the success of past programs, for guiding the direction of future efforts, for determining cost-effectiveness, and for justifying future financing (Nicholson, Joyce, Parker, & Waterman, 1976). At the same time, evaluation is seen as the most important unsolved problem of inservice teacher education, in terms of both program effectiveness and teacher performance (Asher, 1967).

Of the 109 projects surveyed, 38 reported using no formal model for program evaluation. Among the others, 40 projects use the Discrepancy Evaluation Model of the University of Virginia's Evaluation Research Center, and 21 use the Management by Objective system. The remainder reported a variety of methods, including a Delphi technique, performance-based evaluation, a general problem-solving model, quarterly reports, and historical evaluation. Also in use are evaluation designs developed by the Rutland Center in Georgia and by the Midwest Regional Resource Center in Iowa.

Whether or not they employ a formal evaluation model, most projects do use a number of techniques for evaluating program effectiveness and trainee competency acquisition, as shown on Table 14.

Table 14

Evaluation Techniques

TECHNIQUES	NUMBER OF PROGRAMS
Pre and post testing of trainees	68
Observation of trainees	53
Judgment measures	36
Attitude scales	30
Opinion surveys	28
External evaluation (third party)	20
Grades	18
Staff evaluations	15
Trainee self-reports	11

continued on next page

Table 14 (continued)

Evaluation Techniques

TECHNIQUES	NUMBER OF PROJECTS
Questionnaires	5
Rating scales	4
Interviews	2
Reports	2
Trainee logs	2
Competency checklists	1
Contact hours forms	1
Verbal comments of trainees	1
Incidence counts	1
In-field follow-up	1

DATA GATHERING

The greatest need that currently exists in evaluation is that of selecting or constructing instruments to collect data (Burke, 1977). The inservice projects represented in this survey have collectively developed 94 instruments for their own use. Sixteen projects report the use of standardized instruments, including the Rucker-Gable Educational Programming Scale, the Rokeach Scale, the Carkhuff Scale, the Flanders Interactional Analysis, and the Shottell-Ino Teacher Checklist.

Most projects reported the gathering of some sort of data, predominantly in the area of trainee change. In Table 15, change data (child change, trainee change, service delivery change) does not necessarily mean causal-comparative studies, ex post facto studies, or experimental designs. The frequent use of pre and post testing indicates some attempt to collect change data via such techniques, but, in many cases, change data means no more than a collection of descriptive data.

* A notable exception is the data gathering and evaluation work being done by the project of the *Vermont State Department of Education*, in conjunction with the *University of Vermont* whose Consulting Teacher Program is designed to train educational specialists. These specialists, or consulting teachers, provide special education services to eligible learners in regular classrooms through consultation with classroom teachers,

school administrators, and parents of eligible learners. Services are provided at the preschool, elementary, and secondary education levels. The Discrepancy Evaluation Model has been adapted to a performance-based teacher training system in order to evaluate training effectiveness, efficiency, and effect. Extensive child change data is collected on individual students in terms of: (a) reading and math deficits prior to consulting teacher services, (b) reading and math learning rates during service, (c) minimum objective grade equivalent scores.

Table 15

Data Collection

DATA COLLECTED	NUMBER OF PROGRAMS
Trainee change	55
Needs assessment	40
Participant follow-up	31
Child change	21
Service delivery change	18
General data collection	18
Longitudinal data on trainees	6
Control group data	3
No data collection	18

The literature on personnel preparation and inservice teacher education is virtually unanimous in concern about the lack of adequate evaluation systems.

> One writer, who made a comprehensive survey of evaluation methods, concluded that there is no systematic, generally applicable method of evaluation yet developed. Almost all the studies reviewed were purely descriptive. Among more common methods currently in use are the following: questionnaire, self-report, behavioral observation, comparative testing of teachers, and comparative testing of pupils.
>
> The problem here is one that strikes deep. First, all the assumptions underlying the purposes of inservice education

must be made explicit; so far, they have not been. Once this has been done -- the philosophical foundations laid, positing the existence of an agreed-upon, measurable quantity -- then the technology of measurement must be developed and refined to the point where it is universally applicable. (Nicholson, Joyce, Parker, & Waterman, 1976, pp. 91-92)

DISSEMINATION

The bottom line of development activities is to ensure that the field can learn enough about programs in general to select for replication those that are clearly superior in their capacity to make positive changes in trainees and in children. To accomplish this, providers of services and training should understand enough about dissemination to document the effectiveness of their programs and reach their potential users. Potential users must also understand what is developing and have a credible means for separating the wheat from the chaff (Adamson & Smith, 1977). The procedures involved in dissemination may be categorized along four levels: exchange, awareness, knowledge, and skill.

EXCHANGE

This first level of dissemination represents continuous identification and reaching out to individuals and groups whose interests are similar to those of the project. Successful programs do not operate in isolation. In fact, any program may be regarded as the actualization of all the resources available to it and, simultaneously, as a potential that can help other programs to become actualized. The fundamental step in achieving this pivotal position is an exchange system that will lead to contacts, liaisons, interactions, and sharing with all possible users and resources (Adamson & Smith, 1977).

The sharing of ideas and resources should minimize the necessity of spending energy, time, and funds on "re-inventing the wheel." Table 16 shows the extent to which the projects in this survey have profited from programs, techniques, and materials developed by others. (See also the adoptions listed on page 24.) An improved network of exchange among projects would doubtless lead to further sharing of program elements and, hopefully, this consumer's guide will help to serve that purpose.

Projects can and should act as resources to one another, and staffs should also relate to resource people within their own jurisdictions. Each state has several of these resources which are extremely important to inservice trainers and developers. These are the State Facilitators of the National Diffusion Network and the Dissemination Representatives of the Council of Chief State School Officers. State Facilitators are awarded contracts by the U.S. Office of Education for the purpose of transferring validated educational programs to local school districts. The Dissemination Representatives, under contract from the National Institute of Education, serve to answer classroom and inservice needs of local districts by identifying and referring programs in the field that will meet specific needs.

Among the 109 projects that comprise this survey, 17 project directors reported knowledge of the State Facilitators in their states, and 21 reported knowledge of their Dissemination Representatives.

Table 16

Borrowing of Program Elements

ELEMENTS BORROWED	NUMBER OF PROJECTS
Total program design	22
Competency lists	16
Training modules	5
Training materials	4
Consultants from other programs	3
Curriculum	1
No data	3
Borrowed nothing; developed entire program internally	63

AWARENESS

Services and products cannot be useful if no one knows they are available. Therefore, projects should engage in some activities that will make others, particularly potential users and beneficiaries, aware of the program and its goals. Inservice projects have an immediate and large audience for general information, including the entire educational community, parents and advocates, and many community organizations and interests. Moreover, distribution of general information to a wider professional audience may promote liaisons and make possible the identification of many resources.

As Table 17 indicates, many of the projects in this survey have not yet taken advantage of local information vehicles available to them, nor have they developed systematic means for making their counterparts in the field aware of their activities.

Table 17

Awareness Activities

ACTIVITY	NUMBER OF PROJECTS
Local newspaper	22
Brochure	8
Local television	3
Local radio	3
Newsletter	2
Civic group presentation	1

KNOWLEDGE

A third level of dissemination encompasses contributing to the body of knowledge, providing means whereby people may learn and gain insights, and developing materials and stimulating processes that will enhance the general development of the area, in this case inservice training. Among the projects surveyed, 7 had been described in journal articles, 6 had been presented at conferences, 24 are engaged in demonstration activities, and one provides a hot-line information service.

Forty-two percent of the projects have no products that are ready for dissemination. In large measure, this reflects the fact that a number of projects are in early stages of development. Table 18 shows the types of products that are being developed, and the list of products, beginning on page 75, shows complete information on all materials that are currently available from these 109 projects.

* The *University of Georgia* has a number of fully developed training materials, including slide-tape presentations, films, and filmstrips. These materials concern the Developmental Therapy Model, which is applicable to emotionally disturbed and autistic children. Materials are available to the field on a no-cost loan basis.

Table 18
Products

PRODUCTS	NUMBER OF PROJECTS
Training modules/packets	24
Handbooks, booklets, manuals	9
Videotapes	6
Bibliographies	5
Evaluation instruments	4
Resource guides	3
Slide presentations	3
Slide-tape presentations	3
Cassette tapes/filmstrips	2
Catalogs	2
Program designs/descriptions	2
Films	2
Course outlines	1
Reel-to-reel tapes	1
Needs assessment document	1
Filmstrip	1
No products	45

SKILL

The final dissemination level represents efforts to transfer exemplary programs or their components to meet inservice and preservice needs that have been identified at the exchange level. The determination of excellence rests with data that will show that programs do, in fact, work. Also important are issues of practicality, cost-effectiveness, transportability, and marketability.

Replications of projects included in this survey are as follows:

* *The Arizona Department of Education's* project is being replicated by:
  - Nebraska State Department of Education, Project SETF

* *The University of Miami's* project is in replication at:
  - Appalachian State University, Boone, North Carolina

* The project of *Metropolitan Cooperative Educational Services, Atlanta, Georgia,* is being replicated in the following locations:
  - Throughout the state of Georgia
  - Old Dominion University, Norfolk, Virginia
  - Harrisburg, Pennsylvania, Special Education Program
  - Gainesville, Florida, Learning Resource Service Center
  - Instructional Media Research Center, Medford, Oregon
  - University of Northern Colorado, Greeley
  - Alaska Center for Staff Development, Anchorage
  - University of Utah, Graduate School of Education
  - Board of Education, Duluth, Minnesota
  - Special Education Department, Hillsboro, North Dakota
  - Instructional Resource Center, Cleveland, Ohio
  - Oklahoma Department of Education

* *Valdosta State College's (Georgia)* project is in replication at:
  - Georgia Southern University

* The program of the *Educational Service Center, Region 1, Richardson, Texas,* is being replicated by:
  - Rhode Island State Department of Education
  - Alaska State Department of Education

Funding Sources

Funding (BEH and others) sources were identified for 104 projects in this survey. The Division of Personnel Preparation of the Bureau of Education for the Handicapped provides 100 percent financial support to 56 of these projects and partial support to the remainder. Among projects that receive partial support from other sources, fifteen receive 10 to 95 percent of their budgets from local education agencies; fifteen receive 10 to 95 percent from state education agencies; and twenty receive 4 to 94 percent from institutions of higher education. One project, that of the Marianne Frostig Center of California, fiscally supports itself for 66-2/3 of its inservice costs.

The total cost of these inservice projects, including in-kind contributions is $4-1/2 million. Amounts awarded to inservice components by any of the various funding sources range from $1,170 to $180,000. The average amount spent for an inservice training project is $40,078.43. The model figure is $40,000, and the median is $30,000.

PROGRAMS

Teachers are individuals who differ tremendously in strengths and weaknesses, in intellectual backgrounds, and in responsiveness to their teaching situations. Yet we tend in our teaching efforts to treat them in clusters. The difference between teaching which is routine and teaching which is inspired depends to a large degree upon the teacher's own sense of motivation and commitment. The desire to change, if it is to be consequential, must come from within the individual. Mediocre teaching can distill and even pollute the value of everything that goes on in the classroom. Nothing that we invent in the way of content or method will be worth very much unless it is used competently, Inservice education should not be, as it has sometimes been, merely another theatre for puppets. It should set a stage for growth -- but in the tradition of the comedia del'arte, where actors did not memorize but improvised their lines. (Rubin, 1976, p. 127)

1. Sue Akers
Alabama State Dept of Educ
868 State Office Building
Montgomery, Alabama 36130
(205) 832-3230

PROGRAM FOR EXCEPTIONAL CHILDREN & YOUTH
* For teachers
* Full spectrum of disability areas
* District referral procedures/characteristics of handicapped children/diagnostic and prescriptive reading/remediation/IEP/overview of special education.

2. Jerry Aldridge
Livingston University
College of Education
Station 8
Livingston, Alabama 35470
(205) 652-9661

INSERVICE HANDICAPPED PERSONNEL PROGRAM
* For teachers
* Full spectrum of disability areas
* COMPETENCY-BASED: Characteristics of handicapped children/diagnostic and prescriptive reading/IEP/overview of special education.

3. Gayle H. Gear
University of Ala-Birmingham
University Station
Birmingham, Alabama
(205) 934-3440

INTERRELATED TEACHER EDUCATION PROJECT
* For teachers
* EMR, TMR, LD, ED
* COMPETENCY-BASED: Characteristics of handicapped children/overview of special education/least restrictive environment/placement/service delivery options, resources, materials, equipt.

4. James Sartin
University of North Alabama
Department of Education
Florence, Alabama 35630
(205) 766-4100, Ext. 251

TRAINING TEACHERS FOR SPECIAL LEARNERS IN REGULAR CLASSROOMS
* For teachers/administrators
* EMR, LD
* COMPETENCY-BASED: Diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/adapting and choosing materials/observation and participation/overview of special education.

5. Joe Justin/Dorothy Douglas
University of South Alabama
Dept of Special Education
307 University Boulevard
Mobile, Alabama 36688
(205) 460-6460

SERVING UNMET NEEDS OF SOUTH ALABAMA
* For teachers/administrators
* EMR, ED, LD
* COMPETENCY-BASED: Characteristics of handicapped children/diagnostic and prescriptive reading/criterion-referenced assessment/classroom mgmt/behavior modification mgmt/observation and participation/testing and assessment/IEP/overview of special education/due process/least restrictive environment/placement.

ALASKA

6. Richard Whitney
Center for Staff Development
650 West Intl Airport Road
Anchorage, Alaska 99502
(907) 274-3691

ALASKA RURAL TRAINING MODEL FOR REGULAR TEACHERS WITH EXCEPTIONAL CHILDREN
* For teachers
* Full spectrum of disability areas
* COMPETENCY-BASED: Classroom mgmt/behavior modification mgmt/testing and assessment/IEP.

ARIZONA

7. Jerrie Ueberle
Arizona Dept of Education
Division of Special Education
535 West Jefferson
Phoenix, Arizona 85007
(602) 271-3128

SPECIAL EDUCATION LEARNING EXPERIENCES FOR COMPETENCY IN TEACHING
* For teachers/administrators/psychologists/social workers/nurses/paraprofessionals/parents/school secretaries
* Full spectrum of disability areas
* COMPETENCY-BASED: Due process/least restrictive environment/placement/program evaluation/communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/testing and assessment/affective education and attitudes toward the handicapped/overview of special education/IEP/curriculum development.

ARKANSAS

8. Jack Morgan/Anne Wallace
Arkansas Dept of Education
Special Education Section
State Capitol Mall
Little Rock, Arkansas 72201
(501) 371-2623

SUMMER SCHOLARSHIPS: SPECIAL STUDY INSTITUTES & INSERVICE TRAINING FOR TEACHERS OF HANDICAPPED CHILDREN, REGULAR CLASSROOM AND SUPPORT PERSONNEL
* For teachers/support personnel
* Full spectrum of disability areas
* COMPETENCY-BASED: Diagnostic and prescriptive reading/testing and assessment/IEP.

CALIFORNIA

9. James Duggins/Asa Hilliard
Frederick Burk Foundation
San Francisco State University
75 Southgate Avenue
Daly City, California 94015
(415) 469-1810

PREPARING TEACHERS FOR MAINSTREAM EDUCATION
* For teachers
* Full spectrum of disability areas
* COMPETENCY-BASED: Service delivery options, resources, materials, equipment/classroom management/behavior modification mgmt.

10. Mario Pascale
Marianne Frostig Center of Educ Therapy
Department of Training
5981 Venice Boulevard
Los Angeles, California 90034
(213) 937-0490

PREPARATION OF PERSONNEL TO SERVE LEARNING HANDICAPPED CHILDREN
* For teachers
* LD, ED, EMR
* COMPETENCY-BASED: Language impairment remediation/remediation/testing and assessment/physical education and motor training/vocational and career education/overview of special education.

11. Bonnie Ann Plummer
Office of the Solano County Superintendent of Schools
Project Devel & Mgmt Unit
655 Washington Street
Fairfield, California 94533
(707) 429-6418

PREPARE REGULAR EDUCATION FOR MAINSTREAMING EXCEPTIONAL CHILDREN
* For teachers
* Full spectrum of disability areas
* COMPETENCY-BASED: Due process/statutes, regulations and policy/least restrictive environment/placement/characteristics of handicapped children/classroom mgmt/behavior modification mgmt/IEP/affective education and attitudes toward the handicapped/overview of special education.

COLORADO

12. Barbara J. Fowler
School of Special Ed & Rehab
University of Northern Colo
Greeley, Colorado 80639
(303) 356-9500

PRESERVICE/INSERVICE TRAINING OF SECONDARY GENERAL EDUCATORS IN PROGRAMMING FOR HANDICAPPED STUDENTS IN THE REGULAR CLASSROOM
* For teachers/administrators
* Full spectrum of disability areas
* COMPETENCY-BASED: Communication skills/interpersonal relations/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/observation and participation/testing and assessment/IEP/curriculum development/modality development training.

CONNECTICUT

13. Arnold Fassler
Department of Special Educ
Southern Conn State College
501 Crescent Street
New Haven, Connecticut 06515
(203) 397-4491

A NONCATEGORICAL APPROACH TO PREPARATION OF PERSONNEL IN EDUCATION OF THE HANDICAPPED
* For teachers/administrators/central office administration/school board members
* Full spectrum of disability areas
* Due process/leadership skills.

14. A. J. Pappanikou
Educ Psych and Special Ed Dept
University of Connecticut
Box U-64
Storrs, Connecticut 06268
(203) 486-4031

HANDICAPPED TEACHER EDUCATION PROGRAM: PRESERVICE/INSERVICE PERSONNEL PREPARATION IN SPECIAL EDUCATION
* For teachers/administrators/speech clinicians/corrective physical education specialists
* TMR, EMR, LD, ED, OSH
* COMPETENCY-BASED: Least restrictive environment/placement/communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive reading/testing and assessment/IEP.

15. Stan Shaw
Educational Psychology Dept
University of Connecticut
Box U-64
Storrs, Connecticut 06268
(203) 486-4034

INSERVICE TRAINING OF REGULAR CLASSROOM TEACHERS FOR MAINSTREAMING
* For teachers
* Full spectrum of disability areas
* COMPETENCY-BASED: Classroom mgmt/behavior modification mgmt/remediation.

DELAWARE

16. Edward J. Dillon
Delaware Dept of Public Instr
Townsend Building
Dover, Delaware 19901
(302) 678-4667

ESTABLISHING A STATEWIDE INSERVICE PLAN FOR THE SPECIAL EDUCATION OF DELAWARE
* For teachers/administrators/central office administration/support staff
* EMR, LD, ED, OHI
* COMPETENCY-BASED: Due process/least restrictive environment/placement/program evaluation/classroom mgmt/behavior modification mgmt/testing and assessment/IEP/curriculum development.

FLORIDA

17. Ruth Arnold
Department of Education
Stetson University
Woodlawn Boulevard
DeLand, Florida 32720
(904) 734-4121

TOTAL INVOLVEMENT PROJECT FOR EDUCATING EXCEPTIONAL STUDENTS: A MULTIFACETED APPROACH
* For teachers/parents
* Full spectrum of disability areas
* COMPETENCY-BASED: Least restrictive environment/placement/communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/remediation/testing and assessment/IEP.

18. Theona McQueen/Lou Kleinman
School of Education
University of Miami
P.O. Box 248065
Miami, Florida 33124
(305) 284-2263

DEAN'S PROJECT FOR MAINSTREAMING HANDICAPPED CHILDREN: DEVELOPMENT OF PRESERVICE AND INSERVICE TRAINING CENTERS
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: District referral procedures/communication skills/interpersonal relations/diagnostic and prescriptive approaches to teaching reading/classroom mgmt/behavior modification mgmt/IEP.

19. Robert M. Siudzinski
Department of Special Education
University of North Florida
P.O. Box 17074
Jacksonville, Florida 32216
(904) 646-2930

COMPETENCY-BASED TEACHER TRAINING IN SPECIAL EDUCATION
* For teachers
* Full spectrum
* COMPETENCY-BASED: District referral procedures/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/remediation/problem solving/testing and assessment

GEORGIA

20. Brenda G. Rogers
Special Education
Atlanta University
223 Chestnut Street
Atlanta, Georgia 30314
(404) 525-8234

A COMPREHENSIVE INSERVICE TRAINING PROGRAM TO PREPARE INSTRUCTIONAL TEAMS TO WORK WITH HANDICAPPED CHILDREN IN REGULAR CLASSROOMS
* For teachers
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/characteristics of handicapped children/classroom mgmt/behavior modification mgmt/team model and roles/observation and participation/testing and assessment/IEP/curriculum development/psychodynamics and psychological attributes/affective education/attitudes toward handicapped/overview of special education

21. Alex S. Wawrzyniak
Georgia College/Dept of Educ
Milledgeville, Georgia 31061
(912) 453-4577

TRAINING PERSONNEL IN GENERAL SPECIAL EDUCATION
* For teachers
* Emotionally disturbed, learning disabled, multiply handicapped
* COMPETENCY-BASED: Due process/characteristics of handicapped children/IEP/overview of special education

22. Bill E. Weaver
Program for Exceptional Children
Georgia Southern College
Landrum Box 8094
Statesboro, Georgia 30458
(912) 681-5596

PREPARATION OF PERSONNEL FOR EDUCATION OF EXCEPTIONAL CHILDREN
* For teachers/administrators/paraprofessionals/counselors
* Full spectrum
* Due process/district referral procedures/school administrator's roles and responsibilities/characteristics of handicapped children/language impair-remediation/classroom mgmt/behavior modification mgmt/testing and assessment/IEP/overview of special education.

23. Alan White
Georgia State Dept of Education
Early Childhood & Special Educ
State Office Building
Atlanta, Georgia 30334
(404) 656-6319

PREPARATION OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF HANDICAPPED CHILDREN
* For teachers/administrators/paraprofessionals/counselors
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/communication skills/interpersonal relations/characteristics of handicapped children/classroom mgmt/behavior modification mgmt/peer tutoring/observation and participation/testing and assessment/IEP/overview of special education.

24. Kenneth E. Wyatt
Department of Special Education
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2310

PROGRAM ASSISTANCE GRANT FOR THE PREPARATION OF PERSONNEL UNDER P.L. 93-380, PART D
* For teachers/administrators/counselors
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive approaches to teaching reading/classroom mgmt/behavior modification mgmt/observation and participation/testing and assessment/IEP/curriculum development/overview of special education.

25. Myra Burch
Heart of Ga. Cooper Ed Serv Ag
Special Education Division
P.O. Box 368
Eastman, Georgia 31023
(912) 374-5327

REGULAR EDUCATION INSERVICE TRAINING EDUCATIONAL GOALS OPERATION
* For teachers/paraprofessionals
* Educable mentally retarded/learning disabled
* COMPETENCY-BASED: Dissemination/characteristics of handicapped children/classroom mgmt/behavior modification mgmt/curriculum development/task anal.

26. Larry Weiner
Metro Coopera Educational Serv
Special Education Division
2268 Adams Drive
Atlanta, Georgia 30318
(404) 352-2697

STRATEGIES FOR TRAINING REGULAR EDUCATORS TO TEACH CHILDREN WITH HANDICAPS
* For teachers/administrators/counselors
* EMR, LD, ED, OHI, OI, VH, SI, HH, D
* COMPETENCY-BASED: Due process/least restrictive environment/placement/communication skills/interpersonal skills/characteristics of handicapped children/diagnostic and prescriptive reading/testing and assessment/IEP/curriculum development/overview of special education.

27. Mary M. Wood
College of Education
Education of Exceptional Children
University of Georgia
Aderhold Hall
Athens, Georgia 30602
(404) 542-1685

AN INSTRUCTIONAL MODEL FOR INSERVICE TRAINING
* For teachers/administrators/university staff
* ED, autistic
* COMPETENCY-BASED: least restrictive environment/placement/program evaluation/communication skills/interpersonal relations/diagnostic and prescriptive reading/classroom management/behavior modification mgmt/observation and participation/Developmental Therapy Model/overview of special education/affective education/attitude toward handicapped/SERT module development.

28. Leo J. Kelly
Dept of Special Education
Valdosta State College
Valdosta, Georgia 31601
(912) 247-3270

A PROGRAM TO TRAIN PERSONNEL TO WORK IN THE EDUCATION OF EXCEPTIONAL CHILDREN
* For teachers
* Full spectrum
* Statutes/regulations and policy/service delivery/adapting and choosing materials/curriculum development/psychodynamics/psychological attributes/overview of special education.

GUAM

29. Victoria Harper/William Sewell
Guam Department of Education
P.O. Box DE
Agana, Guam 96910

STAFF TRAINING IN SPECIAL EDUCATION
* For teachers
* Full spectrum
* COMPETENCY-BASED: Least restrictive environment/placement/communication skills/interpersonal relations/characteristics of handicapped children/testing and assessment/IEP/affective education/attitudes toward handicapped/overview of special education.

HAWAII

30. Judy Timber
College of Education
University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822
(808) 948-7704

UNIVERSITY OF HAWAII ALTERNATIVE TEACHER EDUCATION PRESERVICE PROGRAM FOR PREPARATION OF ELEMENTARY AND SECONDARY MAJORS
* For teachers/administrators/university staff (inservice component)
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/program evaluation/communication skills/characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/observation and participation/testing and assessment/IEP/affective education/attitudes toward handicapped/overview of special education.

IDAHO

31. Judy Schrag
Idaho State Department of Educ
650 West State Street
Boise, Idaho 83720
(208) 384-2203

TRAINING OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF THE HANDICAPPED
* For teachers/administrators/psychologists/parents/speech clinicians
* Full spectrum
* COMPETENCY-BASED: Least restrictive environment/placement/testing and assessment/IEP/affective education/attitudes toward handicapped/overview of special education.

32. Alethia Fasolina/Everett Samuelson
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6772

REGULAR EDUCATION TEACHER TRAINING: LEAST RESTRICTIVE EDUCATIONAL ALTERNATIVES FOR THE MILDLY HANDICAPPED CHILD
* For teachers
* Full spectrum
* COMPETENCY-BASED: Due process/parents' rights/testing and assessment/overview of special education.

ILLINOIS

33. James Walker/Everett Bauer
Department of Special Education
Fairchild Hall
Normal, Illinois 61761
(309) 438-7869

PROTOTYPE TRAINING PROGRAMS FOR SPECIAL EDUCATION EARLY CHILDHOOD LEADERSHIP PERSONNEL INVOLVING LOCAL SCHOOL PLANNING
* For teachers/administrators/psychologists/social workers
* TMR, EMR, LD, VH
* Least restrictive environment/placement/leadership skills/communication skills/communication skills/interpersonal relations/early childhood/testing and assessment/curriculum development.

34. James Walker/Lanny Morreau
Dept of Special Education
Illinois State University
Fairchild Hall
Normal, Illinois 61761
(309) 438-2273

TRAINING PROFESSIONAL PERSONNEL IN THE EDUCATION OF THE HANDICAPPED
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/program evaluation/characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/observation and participation/testing and assessment/IEP/curriculum development/affective education/attitude toward the handicapped/overview of special education.

INDIANA

35. Carol Eby
Indiana State Dept of Publ Instr
120 West Market Street, 10th Fl
Indianapolis, Indiana 46204
(317) 633-4753

INSERVICE TRAINING FOR PROFESSIONALS INVOLVED IN THE EDUCATION OF THE HANDICAPPED
* For teachers/administrators
* EMR
* Least restrictive environment/placement/communication skills/interpersonal relations/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/IEP.

IOWA

36. J. Joseph Freilinger
Iowa Department of Public Instr
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 218-3176

INSERVICE EDUCATION PROGRAM FOR PROFESSIONAL PERSONNEL SERVICES TO HANDICAPPED STUDENTS
* For administrators
* Full spectrum
* Parents' rights

KANSAS

37. Phyllis Kelly
Kansas State Department of Educ
Special Education
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3866

A STATEWIDE NETWORK FOR SPECIAL EDUCATION PARAPROFESSIONAL TRAINING
* For teachers/administrators/psychologists/paraprofessionals/speech clinicians
* Full spectrum
* Paraprofessionals/classroom management/behavior modification mgmt/overview of special education

38. Phyllis Kearns
College of Education
Kansas State Univ-Manhattan
Molton Hall
Manhattan, Kansas 66506
(913) 532-5836

PRESERVICE AND INSERVICE EDUCATION OF REGULAR CLASSROOM TEACHERS IN THE IDENTIFICATION AND EDUCATION OF HANDICAPPED STUDENTS
* For teachers/administrators/paraprofessionals
* Full spectrum
* COMPETENCY-BASED: Characteristics of handicapped children/IEP/curriculum development/overview of special education.

39. Rollie R. Houchins
College of Health Sciences
University of Kansas Med Ctr
39th and Rainbow Blvds
Kansas City, Kansas 66103
(913) 588-5937

AN INSERVICE TRAINING PROGRAM TO ASSIST REGULAR CLASSROOM TEACHERS AND OTHER SCHOOL PERSONNEL IN THE IDENTIFICATION AND PROVISION OF EFFECTIVE LEARNING ENVIRONMENTS FOR MILDLY HEARING IMPAIRED CHILDREN
* For teachers
* Hard of hearing
* COMPETENCY-BASED: Communication skills/interpersonal relations/IEP/overview of special education/diagnosing reading problems/remedial reading techniques.

LOUISIANA

40. Henry L. Smith/Mazie Malvau
Louisiana State Dept of Educ
Bureau of Special Education
P.O. Box 44064
Capitol Station
Baton Rouge, Louisiana 70804
(504) 389-5291

HANDICAPPED PERSONNEL PREPARATION
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Due process/parents' rights/communication skills/interpersonal relations/administrators' roles and responsibilities/characteristics of handicapped children/testing and assessment/IEP/vocational and career education.

MAINE

41. Raymond Glass
Univ of Maine-Farmington
Project in Sp Ed and Rehab
86 Main Street
Farmington, Maine 04938
(207) 778-3501, Ext. 274

PRESERVICE AND INSERVICE TRAINING OF PERSONNEL IN THE EDUCATION OF HANDICAPPED CHILDREN
* For teachers
* Full spectrum
* COMPETENCY-BASED: Due process/program evaluation/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt

MARYLAND

42. Stanley A. Fagen
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 762-3885

INSERVICE TRAINING FOR SCHOOL STAFF MEMBERS WORKING WITH MAINSTREAMED STUDENTS
* For teachers/administrators/paraprofessionals
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/characteristics of handicapped children/testing and assessment/IEP/curriculum development/overview of special education.

43. Stanley A. Fagen
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 762-3885

SUPPLEMENTARY EDUCATION INSERVICE TRAINER DEVELOPMENT PROGRAM
* For teachers/administrators/paraprofessionals/parents
* Full spectrum
* COMPETENCY-BASED: Communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive approaches to reading/classroom mgmt/behavior modification mgmt/IEP/overview of special education.

MASSACHUSETTS

44. Mary Brassard
Framingham State College
State Street
Framingham, Massachusetts 01701
(617) 872-3501, Ext 362

MASTER OF EDUCATION IN GENERIC SPECIAL EDUCATION
* For teachers/administrators (inservice)
* EMR, LD, ED
* COMPETENCY-BASED: Characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/problem solving model/task analysis/testing and assessment/IEP/overview of special education.

45. Sister Anna Mary Kelly
Regis College
Graduate Division
235 Wellesley Street
Weston, Massachusetts 02193
(617) 893-1820

COLLABORATIVE TRAINING MODEL FOR GENERIC SPECIAL TEACHER-REGULAR EDUCATORS
* For teachers
* EMR, LD, ED, OI, OHI, VH, SI, HH
* COMPETENCY-BASED: Due process/program evaluation/communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/testing and assessment/IEP/curriculum development/affective education/attitudes toward the handicapped/overview of special education.

46. Betty Jane Lates
Department of Education
Simmons College
300 The Fenway
Boston, Massachusetts 02115
(617) 738-3152

THE BOSTON-SIMMONS COLLEGE GENERIC TEACHER TRAINING PROGRAM: AN INSERVICE TRAINING MODEL
* For teachers
* Full spectrum
* COMPETENCY-BASED: Due process/statutes/policy/least restrictive environment/placement/communication skills/interpersonal relations/classroom mgmt/behavior modification mgmt/IEP/curriculum development/overview of special education.

47. Penny Axelrod
Tufts University
Eliot-Pearson Dept of Ch Study
College Avenue
Medford, Massachusetts 02115
(617) 628-5000, Ext. 291

HANDICAPPED EARLY CHILDHOOD TEACHER EDUCATION
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Communication skills/interpersonal relations/classroom mgmt/behavior modification mgmt/IEP/curriculum development/overview of special education.

MICHIGAN

48. Theodore Beck
Michigan Dept of Education
Student Financial Assistance
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-1695

PREPARATION OF PERSONNEL RESPONSIBLE FOR EDUCATION OF HANDICAPPED INDIVIDUALS IN THE LEAST RESTRICTIVE ENVIRONMENT
* For teachers/administrators/psychologists
* EMR, LD, ED, OI
* COMPETENCY-BASED: Classroom mgmt/behavior modification mgmt/IEP/affective education/attitudes toward handicapped/overview of special education.

49. Ronald Schneider/Jo Pelkki
School District of Saginaw
Department of Exceptional Serv
550 Millard Street
Saginaw, Michigan 48607
(517) 755-6501, Ext 210

AFFIRMATIVE INSERVICE FOR MAINSTREAMING
* For teachers/administrators/ paraprofessionals
* ED, LD, LHI, VH
* Team model and roles/testing and assessment/IEP/overview of special education.

MINNESOTA

50. Harriet Burns
College of St. Thomas
Dept of Special Education
2115 Summit Avenue
St. Paul, Minnesota 55105
(612) 647-5391

METROPOLITAN TWIN CITIES INSERVICE EDUCATION TEAM PROJECT FOR MAINSTREAMING HANDICAPPED CHILDREN
* For teachers/administrators
* EMR, LD, ED
* COMPETENCY-BASED: Parents' rights/characteristics of the handicapped child/task analysis/IEP/overview of special education/classroom mgmt/behavior modif mgmt.

51. Mary Rice
Minnesota Dept of Education
Special & Compensatory Educ
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-8257

MINNESOTA DEPARTMENT OF EDUCATION PROGRAM FOR PERSONNEL WHO SERVE THE HANDICAPPED
* For teachers/administrators/parents
* Full spectrum
* COMPETENCY-BASED: Due process/least restrictive environment/placement/characteristics of handicapped children/classroom management/behavior modification mgmt/testing and assessment/IEP/overview of special education.

52. Stanley Knox
Dept of Special Education
St. Cloud University
St. Cloud, Minnesota 56301
(612) 255-2041

TRAINING TEACHERS OF HANDICAPPED CHILDREN
* For teachers
* Full spectrum
* COMPETENCY-BASED: Characteristics of handicapped children/overview of special education/IEP.

53. Robert Bruininks
Division of Psychoeducational Studies & Sp Ed Programs
University of Minnesota
101 Pattee Hall
150 Pillsbury Drive
Minneapolis, Minnesota 55455
(612) 373-4961

PREPARATION OF PERSONNEL FOR EDUCATION OF THE HANDICAPPED
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Communication skills/interpersonal relations/human relations/characteristics of handicapped children/testing and assessment/overview of special education.

MISSISSIPPI

54. Walter H. Moore
Mississippi State Dept of Educ
Division of Instruction
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6933

TRAINING EDUCATORS OF HANDICAPPED CHILDREN
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/IEP/curriculum development.

MONTANA

55. B. J. Surwill/Dennis Schultz
Eastern Montana College
School of Education
1500 North 30th Street
Billings, Montana 59101
(402) 472-3726

STREAMLINED TEACHER EDUCATION FOR MAINSTREAMED STUDENTS
* For teachers
* Full spectrum
* Due process/least restrictive environment/placement/testing and assessment/IEP/affective education/attitudes toward the handicapped/overview of special education.

NEBRASKA

56. Clayton Illian/B. Schliesser
Nebraska State Dept of Educ
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 472-3955

NEBRASKA COOPERATIVE MANPOWER TRAINING PROGRAM
* For teachers/administrators
* LD, ED
* COMPETENCY-BASED: Statutes, regulations, policy/communication skills/ancillary personnel/volunteer training/learning disabilities/severely & profoundly handicapped/early childhood/classroom mgmt/behavior modification mgmt/overview of special education.

57. Fred Wendell
University of Nebraska
Barkley Center 204
Lincoln, Nebraska 68583
(402) 472-3726

TRAINING OF RESOURCE TEACHING PERSONNEL: PROGRAM ASSISTANCE GRANT
* For administrators/board members
* COMPETENCY-BASED: Statutes, regulations, policy/least restrictive environment/program evaluation/private schools/communication skills/interpersonal relations/characteristics of handicapped children/testing and assessment/IEP/overview of special education.

* A second University of Nebraska project is shown as item 109. It was handled separately in this survey because of its focus on university faculty.

NEVADA

58. Dennis D. Graham/Frank South
Nevada State Dept of Education
Office of Educ Accountability
Capitol Complex
Carson City, Nevada 89710
(702) 885-5700, Ext. 214

NEVADA DEPARTMENT OF EDUCATION HANDICAPPED PERSONNEL PREPARATION AND INSERVICE PROGRAM
* For teachers/administrators/parents
* EMR, ED, LD
* COMPETENCY-BASED: Statutes, regulations, policy/least restrictive environment/placement/characteristics of handicapped children/IEP/overview of special education.

NEW HAMPSHIRE

59. Mary V. Osgood/R. Kennedy
New Hampshire Dept of Education
Voc Rehab Division/Sp Education
105 Louden Road
Concord, New Hampshire 03301
(603) 868-5566

NEW HAMPSHIRE STATE PLAN FOR TRAINING PERSONNEL RESPONSIBLE FOR EDUCATION OF HANDICAPPED CHILDREN
* For teachers/administrators/intermediate unit staff and administration
* Full spectrum
* Due process/least restrictive environment/placement/program evaluation/communication skills/interpersonal relations/characteristics of handicapped children/diagnostic and prescriptive reading/testing and assessment/IEP/curriculum development/overview of special education.

NEW JERSEY

60. William K. Friedel
New Jersey State Dept of Educ
Branch of Sp Ed & Pupil Serv
225 West State Street
Trenton, New Jersey 08625
(609) 292-4460

NEW JERSEY DEPARTMENT OF EDUCATION SPECIAL EDUCATION PERSONNEL PREPARATION GRANT
* For teachers
* Disability area not specified
* No information on training topics

NEW MEXICO

61. Billy Watson/James Everett
Dept of Special Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-2602

NEW MEXICO TRAINING AND RETRAINING ANCILLARY OPERATION
* For teachers/administrators
* Disability area not specified
* Topics of training individualized to site

NEW YORK

62. Ann Smith
Bank Street College of Educ
Division of Graduate Studies
610 West 112th Street
New York, New York 10025
(212) 663-7200

BANK STREET COLLEGE OF EDUCATION GRADUATE PROGRAM IN SPECIAL EDUCATION
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Service delivery options, resources, materials, eqpt/program mgmt/supervision/communication skills/interpersonal relations/IEP/characteristics of handicapped children/affective education/attitudes toward handicapped.

63. Mort Grant/Stanley Johnson
Research Foundation of SUNY
State Univ of New York at Plattsburg
Albany, New York 13301
(518) 564-2000

INTERDISCIPLINARY INSTITUTE IN MAINSTREAMING
* For teachers
* EMR, LD, ED, OI, VH
* COMPETENCY-BASED: Communication skills/interpersonal relations/group counseling/group management/diagnostic and prescriptive reading/curriculum development.

NORTH CAROLINA

64. Joyce Lawrence
Appalachian State University
College of Learning and Human Development
Boone, North Carolina 28608
(704) 262-2232

A DEVELOPMENT PROGRAM TO PREPARE REGULAR EDUCATORS TO WORK WITH EXCEPTIONAL CHILDREN
* For teachers
* EMR, LD, ED
* COMPETENCY-BASED: Least restrictive environment/placement/home visits/modality development training.

65. William K. Wiener
Lenoir-Rhyne College
Department of Education
Hickory, North Carolina 28601
(704) 328-1741

A PRESERVICE/INSERVICE PROGRAM TO PREPARE REGULAR TEACHERS AND SPECIAL EDUCATION GENERALISTS TO PROVIDE SERVICES TO HANDICAPPED CHILDREN.
* For teachers
* EMR, LD
* COMPETENCY-BASED: Statutes, regulations, policy/communication skills/interpersonal relations/observation and participation/testing and assessment/IEP.

66. Norman Johnson
Education Department
North Carolina Central Univ
Fayetteville Street
Durham, North Carolina 27707
(919) 683-6478

TRAINING PROGRAM FOR SPECIALIZED PREPARATION OF REGULAR EDUCATION PERSONNEL
* For university staff
* Full spectrum
* Least restrictive environment/placement/college and faculty issues including module development and dissemination/adapting and choosing materials.

67. Fred Baars
N.C. State Board of Educ
Division of Exceptional Children
Raleigh, North Carolina 27611
(919) 733-3005

PREPARATION OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF THE HANDICAPPED IN NORTH CAROLINA
* For teachers
* EMR, LD, ED
* Statutes, regulations, policy/least restrictive environment/placement/program evaluation/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/adapting and choosing materials/testing and assessment/physical education and motor training/IEP/overview of special education.

68. Randolph Tobias
Shaw University/Div of Educ
South Street
Raleigh, North Carolina 27602

INTERDISCIPLINARY INSERVICE TRAINING INSTITUTE IN SPECIAL EDUCATION
* For teachers
* EMR, LD, OI, SI
* COMPETENCY-BASED: Communication skills/interpersonal relations/diagnostic and prescriptive reading/IEP/characteristics of handicapped children/affective education/attitudes toward handicapped.

OHIO

69. Elsie Helsel/Sally Schaaf
College of Education
Ohio University
McCracken 133
Athens, Ohio 45701
(614) 594-5921 /594-7250

HANDICAPPED PERSONNEL PREPARATION AT OHIO UNIVERSITY
* For teachers/administrators/parents/psychologists
* Full spectrum
* COMPETENCY-BASED: Program evaluation/program mgmt and supervision/communication skills/interpersonal relations/human relations/language impairment remediation/testing and assessment/service delivery options, resources, materials, eqpt/characteristics of handicapped children/affective education/attitudes toward handicapped/physical education/motor training.

OKLAHOMA

70. William R. Mitchell
Oklahoma Baptist Univ
Education Division
Shawnee, Oklahoma 74801
(405) 275-2850, Ext. 821

TEAM TEACHER EDUCATIONAL ACTIVITIES FOR MAINSTREAMING
* For teachers/administrators
* EMR, LD
* COMPETENCY-BASED: Statutes, regulations, policy/service delivery options, resources, materials, equipment/characteristics of handicapped children/grading and reporting/classroom mgmt/behavior modification mgmt/testing and assessment/IEP.

71. Merlin J. Taylor
Oklahoma State Dept of Educ
Special Education Section
State Capitol
Oklahoma City, Oklahoma 73105
(405) 521-3351

HANDICAPPED PERSONNEL PREPARATION
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Least restrictive environment/placement/IEP.

72. Edna Wilcox
University of Science & Arts
of Oklahoma
Box 3238
Chickasha, Oklahoma 73018
(405) 224-3140

SPECIAL PERSONNEL TRAINING GRANT TRAINING ELEMENTARY TEACHERS IN SERVICES TO PROVIDE APPROPRIATE TRAINING FOR HANDICAPPED CHILDREN
* For teachers
* EMR
* COMPETENCY-BASED: Diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/testing and assessment.

OREGON

73. Diane Warrick/Cornelius Feskins
Jackson County Intermediate
Education District
Medford, Oregon 97501
(503) 776-8550

PERSONNEL TRAINING TO FACILITATE MAINSTREAMING
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Statutes, regulations, policy/diagnostic and prescriptive reading/IEP/affective education/attitudes toward handicapped.

74. Thomas Rowland
Oregon College of Educ
Special Education Dept
345 North Monmouth Avenue
Monmouth, Oregon 97361
(503) 838-1220, Ext. 322

RURAL EVALUATION SERVICE AND TRAINING FOR OREGON AND REGULAR EDUCATION
* For teachers
* LD
* COMPETENCY-BASED: Service delivery options, resources, materials, eqpt/program mgmt and supervision/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/testing and assessment/IEP.

75. Ruth Peets
School District #1
Intergovernmental Rela
P.O. Box 3107
Portland, Oregon 97208
(503) 288-5361

PROJECT TREK: TRAINING REGULAR EDUCATORS WITH EXCEPTIONAL KIDS
* For teachers
* Full spectrum
* COMPETENCY-BASED: Service delivery options, resources, materials, eqpt/diagnostic and prescriptive approaches to teaching reading/classroom mgmt/behavior modification mgmt/testing and assessment/affective education/attitudes toward the handicapped.

PENNSYLVANIA

76. Harold E. Oyer
Allegheny Int Unit
Exceptional Children Progr
Suite 1300
Two Allegheny Center
Pittsburgh, Pennsylvania 15212
(412) 323-5715

INSERVICE TRAINING IN MAINSTREAMING FOR ADMINISTRATION
* For teachers/administrators
* Full spectrum
* Statutes, regulations, policy/least restrictive environment/placement/service delivery options, resources, materials, eqpt/program management and supervision/IEP/affective education/attitudes toward the handicapped.

77. Jack Livingston
Duquesne University
School of Education
Bluff Street
Pittsburgh, Pennsylvania 15219
(412) 434-6095

THE REGULAR EDUCATOR AND THE HANDICAPPED CHILD
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Least restrictive environment/placement/classroom mgmt/behavior modification mgmt/testing and assessment/IEP/affective education/attitudes toward the handicapped.

78. Jack B. Hetrick
Edinboro Foundation
P.O. Box 816
Edinboro, Pennsylvania 16412
(814) 732-2752

MAINSTREAMING REGULAR EDUCATION PERSONNEL PREPARATION IN EXCEPTIONAL CHILD COMPETENCIES
* For teachers/administrators
* EMR
* COMPETENCY-BASED: Due process/least restrictive environment/placement/classroom mgmt/behavior modification mgmt/IEP/curriculum development.

79. Robert Swinsick /Richard Shick
Mansfield State College
Dept of Special Education
Mansfield, Pennsylvania 16933
(717) 662-4025 /662-4192

TEACHER EDUCATION MAINSTREAMING PROJECT
* For teachers/college staff/intermediate unit staff and administration
* TMR, EMR, OI
* COMPETENCY-BASED: Statutes, regulations, policy/characteristics of handicapped children/IEP/affective education/attitudes toward the handicapped.

80. Jeffery N. Grotsky
Pennsylvania Dept of Educ
Division of Special Education
Box 911
Harrisburg, Pennsylvania 17126
(717) 783-8542

HANDICAPPED TEACHER EDUCATION PROGRAM
* For teachers/administrators
* EMR, LD, ED
* COMPETENCY-BASED: Least restrictive environment/placement/service delivery options, resources, materials, eqpt/IEP/affective education/attitudes toward the handicapped.

81. Stanford Frand/ Thomas Rosica
Philadelphia School Distr
21st South of Parkway
Philadelphia, Pennsylvania 19103
(215) 299-7842 /299-7842

STAFF DEVELOPMENT FOR REGULAR AND SPECIAL EDUCATION TEACHERS RELATED TO SECONDARY SCHOOL MAINSTREAMING MODELS
* For teachers
* EMR, LD
* COMPETENCY-BASED: Least restrictive environment/placement/diagnostic and prescriptive approaches to reading/testing and assessment/IEP/curriculum development.

82. Jack C. Dinger
Slippery Rock State College
Dept of Special Education
Slippery Rock, Pennsylvania 16057
(412) 794-7344

HANDICAPPED PERSONNEL PREPARATION
* For teachers
* Full spectrum
* Service delivery options, resources, materials, equipment/early childhood/gifted/classroom emergency care.

83. James S. Horgan
Temple University
Physical Education Dept
Philadelphia, Pa. 19122
(215) 787-8721

PROGRAM ASSISTANCE GRANT: SUPPLEMENTAL TRAINING OF PERSONNEL IN GRADUATE ADAPTED PHYSICAL EDUCATION OF PROJECT STOP GAP
* For teachers (inservice component)
* TMR, EMR, LD, ED, OI, VH
* COMPETENCY-BASED: Least restrictive environment/placement/program evaluation/communication skills/interpersonal skills/human relations/characteristics of handicapped children/diagnostic and prescriptive reading/testing and assessment/IEP/curriculum development/affective education/attitudes toward the handicapped/overview of special education.

RHODE ISLAND

84. Eugene H. Foster
Providence College
Special Education Dept
River Avenue & Eaton Street
Providence, Rhode Island 02918
(401) 865-2121

PROJECT INTERFACE: MAKING SPECIAL EDUCATION A REALITY IN THE REGULAR CLASSROOM
* For teachers/administrators/counselors
* EMR
* COMPETENCY-BASED: Program evaluation/characteristics of handicapped children/diagnostic and prescriptive reading/IEP.

85. Barbara Larrivee
Rhode Island College
Special Education Dept
600 Mount Pleasant Avenue
Providence, Rhode Island 02908
(401) 274-4900, Ext. 238

REGULAR EDUCATION TEACHERS AND PRINCIPALS
* For teachers/administrators
* Full spectrum
* Diagnostic and prescriptive reading, classroom mgmt/behavior modification mgmt/IEP/affective education/attitudes toward the handicapped.

86. Mary E. Pasciucco
Rhode Island Dept of Educ
Special Education Unit
199 Promenade Street
Providence, Rhode Island
02908
(401) 277-2821

PREPARATION OF PERSONNEL IN THE EDUCATION OF THE HANDICAPPED
* For teachers/administrators/parents
* EMR, LD, ED
* COMPETENCY-BASED: Program evaluation/characteristics of handicapped children/diagnostic and prescriptive reading/curriculum development/overview of special education.

SOUTH CAROLINA

87. Ronald Midkiff/Hank Baud
Columbia College
Center for Developm Studies
Columbia College Drive
Columbia, South Carolina 29203
(803) 786-3747 /786-3659

PREPARING REGULAR EDUCATORS TO WORK JOINTLY IN PLANNING AND IMPLEMENTING INSTRUCTION FOR THE HANDICAPPED
* For teachers
* LD
* Service delivery options, resources, materials, equipment/characteristics of handicapped children/classroom mgmt/behavior modification mgmt.

88. Darrel G. Minifie
Univ of South Carolina
Program for Exc Children
Wardlaw Hall
Columbia, S. Carolina 29208
(803) 777-8195

TRAINING PROGRAMS FOR TEACHERS OF THE HANDICAPPED
* For teachers
* EMR, LD, ED, OI
* COMPETENCY-BASED: Characteristics of handicapped children/diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/testing and assessment/overview of special education.

SOUTH DAKOTA

89. William Mathews
Augustana College
Dept of Education
29th and Summit
Sioux Falls, South Dakota 57102
(605) 336-4624

PROGRAM AT AUGUSTANA COLLEGE PERTAINING TO PROVISIONAL SPECIALIZED TRAINING IN THE AREA OF SPECIAL EDUCATION
* For teachers/administrators
* LD
* Least restrictive environment/IEP.

90. George Levin
South Dakota State Dept of Ed
Division of Elem and Sec Educ
State Office Building #3
Pierre, South Dakota 57501
(605) 224-3678

SPECIAL TRAINING PROJECT
* For teachers
* Full spectrum
* COMPETENCY-BASED: Least restrictive environment/placement/program mgmt/supervision/IEP.

TENNESSEE

91. Vernon Johnson/Marion Parr
Tennessee State Dept of Educ
Division for Educ of Handic
103 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-2851

TENNESSEE HANDICAPPED PERSONNEL PREPARATION
* For teachers/administrators
* EMR, LD, ED
* COMPETENCY-BASED: Program evaluation/communication skills/interpersonal relations/human relations/grading and reporting/adapting and choosing materials/testing and assessment/IEP/state graduation requirements.

92. Roger Frey
University of Tennessee
19 Claxton Educ Building
Knoxville, Tennessee 37916
(615) 974-2321

PROGRAM ASSISTANCE GRANT AT THE UNIVERSITY OF TENNESSEE
* For teachers/administrators/paraprofessionals
* VH, HH, OSH
* Statutes, regulations, policy/least restrictive environment/placement/IEP.

93. Lee Murphy
University of Tennessee
Sp Ed and Rehabilitation
10 Claxton Education Building
Knoxville, Tennessee 37916
(615) 974-2321

UNIVERSITY OF TENNESSEE PROGRAM TO PREPARE SCHOOL PSYCHOLOGISTS TO SERVE LOW-INCIDENCE HANDICAPPED
* For psychologists
* Full spectrum
* COMPETENCY-BASED: Service delivery options, resources, materials, equipment/communication skills/interpersonal relations/human relations/characteristics of handicapped children/testing and assessment.

TEXAS

94. Billy N. Pope
Education Service Center
Region 10
EPD Consortium D
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301

PROJECT HIT/CDA: HANDICAPPED IDENTIFICATION TRAINING FOR CHILD DEVELOPMENT ASSOCIATES
* For community college child development trainees
* Full spectrum
* COMPETENCY-BASED: Diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/testing and assessment/IEP/curriculum development/overview of special education/articulation problems.

95. Beatrice M. Smith
Houston Int School Dist
Dept of Special Services
3830 Richmond
Houston, Texas 77027
(713) 623-5369

A PROJECT TO INCREASE SUPPORTIVE ATTITUDES OF TEACHERS, COUNSELORS, PRINCIPALS, PARENTS, AND STUDENTS
* For teachers/administrators, counselors, parents
* EMR, LD, OHI
* COMPETENCY-BASED: Statutes, regulations, policies/testing and assessment/curriculum development.

96. H. W. Goodgion
Education Service Ctr
Region 10
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301

PROJECT SPECIAL EDUCATION FOR REGULAR EDUCATION
* For teachers
* EMR, LD, VH, HH
* COMPETENCY-BASED: Least restrictive environment/placement/group counseling and management/characteristics of handicapped children/classroom mgmt/behavior modification mgmt.

VERMONT

97. Jean Garvin
Vermont State Dept of Educ
Division of Sp Ed & Pupil Pers
120 State Street
Montperlier, Vermont 05602
(802) 828-3141

TRAINING OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF THE HANDICAPPED
* For teachers
* EMR, LD, ED
* COMPETENCY-BASED: Due process/program evaluation/service delivery/program mgmt and supervision/language impairment remediation adaptation and choice of materials/observation and participation/task analysis/assessment/IEP/curriculum development.

VIRGINIA

98. Qaisar Sultana
Old Dominion University
Dept of Ed Fnd and Sp Progr
Norfolk, Virginia 23508
(804) 489-6648

INSERVICE AND PRESERVICE TRAINING PROGRAM FOR REGULAR CLASSROOM TEACHERS OF MAINSTREAMING HANDICAPPED CHILDREN
* For teachers
* EMR, LD, ED, OHI, VH, SI, HH
* COMPETENCY-BASED: Program evaluation/characteristics of handicapped children/testing and assessment.

99. Helen Bessant
Norfolk State College
Special Education Dept
2401 Corprew Avenue
Norfolk, Virginia 23504
(804) 623-8714

NORFOLK STATE DEGREE, NON-DEGREE AND OTHER INSTRUCTIONAL MEDIA PROJECT
* For teachers
* Full spectrum
* Service delivery options, resources, materials, equipment/characteristics of handicapped students/adapting and choosing materials/IEP/affective education/attitude toward the handicapped/overview of special education.

100. Sandra B. Cohen
University of Virginia
Dept of Spec Ed and Curric and Instruction
152 Ruffner Hall
405 Emmet Street
Charlottesville, Va. 22903
(804) 924-7461

* For teachers/administrators
* EMR, LD
* COMPETENCY-BASED: Statutes, regulations, policies/least restrictive environment/placement/program evaluation/service delivery options, resources, materials, equipment/communication skills/interpersonal relations/human relations/characteristics of handicapped children/classroom mgmt/behavior modification mgmt.

101. C. K. Houck
Va. Polytechnic Inst & State U.
College of Education Extens Div
Blacksburg, Virginia 24061
(703) 951-5429

COOPERATIVE INSERVICE READINESS TRAINING AND SUPPORTIVE ASSISTANCE FOR REGULAR INSTRUCTIONAL PERSONNEL
* For teachers
* Full spectrum
* COMPETENCY-BASED: Characteristics of handicapped children.

WASHINGTON

102. Robert Minnitti
North Kitsap School Distr
150 High School Rd South
Poulsbo, Washington 98370
(206) 779-3971

COMPETENCY-BASED PRESERVICE AND INSERVICE TRAINING PROGRAM
* For teachers
* Full spectrum
* COMPETENCY-BASED: IEP

103. Valerie Lynch
University of Washington
Special Education
Seattle, Washington 98194
(206) 543-4011

PREPARATION OF PERSONNEL IN THE EDUCATION OF THE SEVERELY HANDICAPPED
* For teachers/administrators/psychologists/nurses/social workers
* ED, PMR
* COMPETENCY-BASED: Diagnostic and prescriptive reading/classroom mgmt/behavior modification mgmt/IEP/curriculum development.

104. Wayne Spence
Washington Dept of Pub Instr
Division of Special Services
Old Capitol Building
Olympia, Washington 98504
(206) 753-6733

MEETING SPECIAL EDUCATION INSERVICE TRAINING NEEDS IN THE STATE OF WASHINGTON
* For teachers
* Full spectrum
* COMPETENCY-BASED: Statutes, regulations, policy/program mgmt and supervision/overview of special education.

105. George B. Brain
Washington State Univ
College of Education
Cleveland Hall
Pullman, Washington 99164
(509) 335-4854

INTERDISCIPLINARY PROGRAM FOR HANDICAPPED TEACHER EDUCATION
* For teachers/administrators
* Full spectrum
* COMPETENCY-BASED: Overview of special education/least restrictive environment/placement/characteristics of handicapped children/classroom mgmt/behavior modification mgmt.

WEST VIRGINIA

106. Daryll Bauer
Marshall University
Special Education
16th Street
Huntington, W. Virginia 25701
(304) 696-2340

TEACHER TRAINING AND PROGRAMMING FOR EXCEPTIONAL CHILDREN
* For teachers
* TMR, EMR, ED, OHI
* Least restrictive environment/placement/characteristics of handicapped children/observation and participation.

WISCONSIN

107. Susan Gruber
University of Wisc-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201
(414) 963-6565

COMBINED REGULAR EDUCATION/EXCEPTIONAL EDUCATION PROGRAM FOR TRAINING REGULAR CLASSROOM TEACHERS
* For teachers
* Full spectrum
* Statutes, regulations, policy/least restrictive environment/placement/characteristics of handicapped children/diagnostic and prescriptive reading/testing and assessment/vocational and career education/curriculum development/affective education/attitudes toward the handicapped

108. Jack N. Bone
University of Wyoming
College of Health Sciences
Box 3375, University Station
Laramie, Wyoming 82071
(307) 766-6120

TRAINING CLASSROOM TEACHERS OF HEARING IMPAIRED: TEAMING PARENTS OF HEARING IMPAIRED, EXPANDING KNOWLEDGE OF PHYSICIANS AND HELPING PROFESSORS THROUGH SELF-INSTRUCTION

* For teachers (at this time)
* HH
* COMPETENCY-BASED: Service delivery options, resources, materials, eqpt/hearing impaired/classroom mgmt/behavior modification mgmt.

The following Nebraska project has content that differs from the other projects; it is viewed as a separate program.

109. Roger Bruning
University of Nebraska
Lincoln Teachers College
101 Teachers College
Lincoln, Nebraska 68588
(402) 472-1157

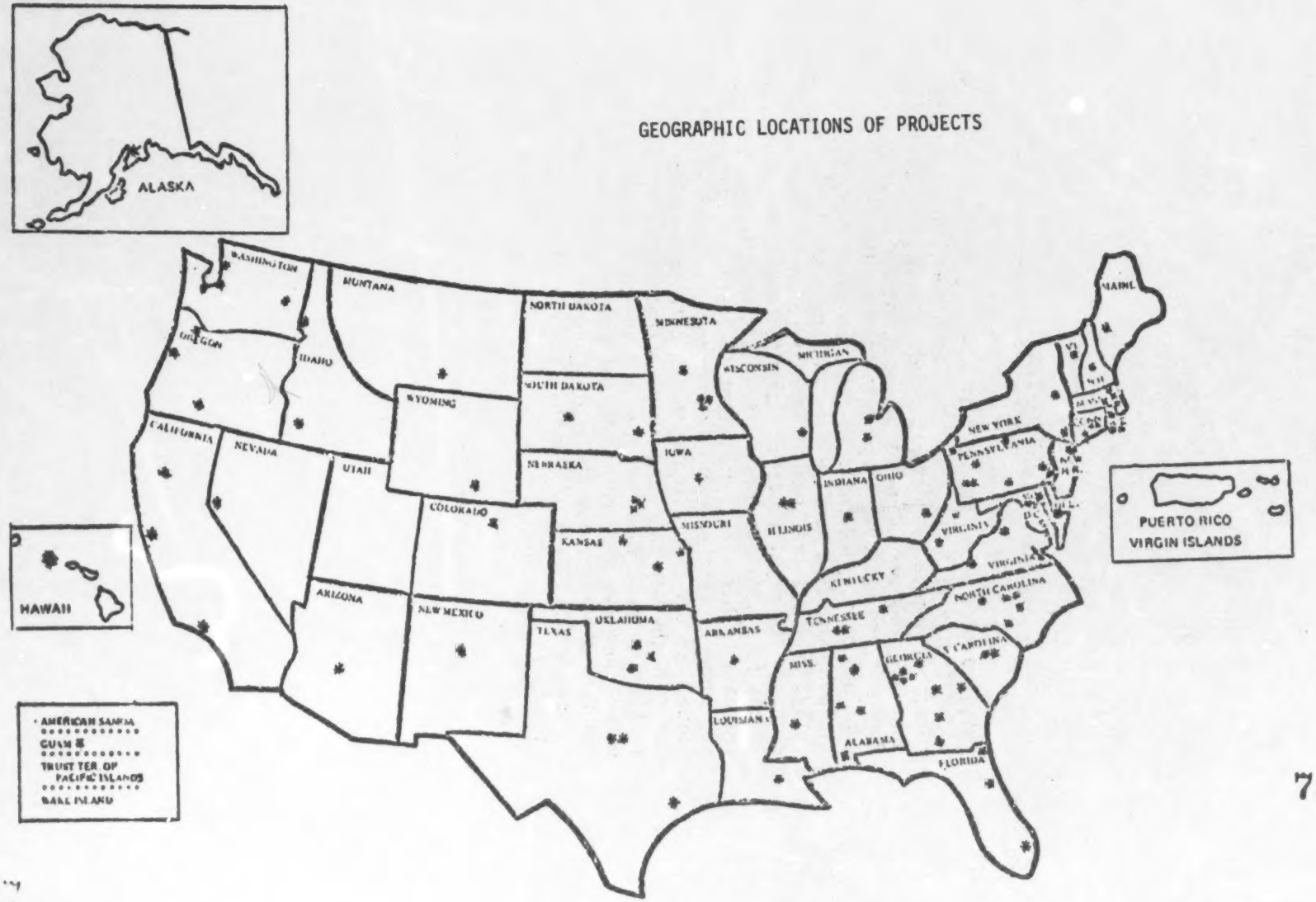
UNIVERSITY OF NEBRASKA TEACHER TRAINING PROJECT FOR EDUCATION OF THE HANDICAPPED

* For college staff
* Full spectrum
* COMPETENCY-BASED: College level curriculum modification and development; dissemination of printed and media materials; informational linkages with state, regional and national organizations, projects and groups concerned with education of the handicapped; consultant services concerning mainstreaming to other colleges, universities, local education agencies, private organizations, and groups.

POSTSCRIPT

Many teachers . . . stated that they did not believe that any category of handicapped children, even the mildly handicapped, should be integrated into the regular classroom. That is, they were opposed to the principle of mainstreaming. Others believed they would have no difficulty accepting handicapped children into the classroom, but anticipated needing much help in working with them. Apparently, teachers are somewhat polarized on this issue, and although the negative group seems to be smaller in number, it may be a vociferous minority, judging from the heated response. Thus, it is important to learn how members of all segments of the educational community stand on this issue, and why people representing both sides of the issue feel the way they do. If mainstreaming is to be effective, we must discover how best to reach teachers and other educators who tend to be set against it, and to identify the inservice needs of those who favor it. (Joyce, McNair, Diaz, McKibbin, Waterman, & Baker, 1976, pp. 41-42)

GEOGRAPHIC LOCATIONS OF PROJECTS



AUDIO-VISUALS

A Child's Way of Asking (to identify children's needs): filmstrip
University of Georgia (no-cost loan)

And A Child Grows (service delivery: Developmental Therapy Model): slide tape and filmstrip.
University of Georgia (no-cost loan)

Developmental Therapy: An Overview: 16mm, 22-minute film.
University of Georgia (no-cost loan)

Hawaii Alternative Teacher Education Program: slide tape
University of Hawaii

Mainstreaming videotapes (in development)
Mansfield State College, Pennsylvania

Promoting Reintegration of Special Students in the Regular Classroom: Slide tape
Montgomery County Public Schools, Maryland

Project STRETCH: One-hour preview tape describing segments of all 20 modules available. No cost (Individual tapes are 99¢ each or 10 for $8.90 or 20 for $15,00)
Metropolitan Cooperative Education Service Agency, Georgia

Resource Teaching (slide tape: one version applies to Maine; two versions apply to a national model)
University of Maine, Farmington

Videotaped training modules on combined regular education-exceptional education program for training regular classroom teachers: Cost $45 to $90 or $700 per set of fourteen modules.
University of Wisconsin

BIBLIOGRAPHIES AND LISTS

Annotated bibliography on mainstreaming
Washington State University

Annotated bibliography on mainstreaming
University of Idaho (no cost)

Mainstreaming resource packet for school inservice trainers
Montgomery County Public Schools, Maryland

Lists of resource materials on: general characteristics of handicapped children; skills assessment of learner and environment; classroom management; individualized instruction; legal aspects; communication with parents.
University of Idaho (no cost)

BOOKS, BOOKLETS, MANUALS

Manual: Curriculum and Special Needs of the Handicapped
Frederick Burk Foundation, San Francisco State University

Handbook for Inservice Trainers
Montgomery County Public Schools, Maryland

Book: Inservice Instructional Program in Childhood Medical Disorders, with complimentary diagnostic test packet
Tufts University, Massachusetts

Manual: Organization Manual for Development of Inservice Trainers
Montgomery County Public Schools, Maryland

Booklet: Questions Administrators Ask About Special Education
Iowa Department of Public Instruction

Handbook: Draft of school handbook on effective mainstreaming
Montgomery County Public Schools, Maryland

BROCHURES

Collaborative Training Model for Generic Special Teacher
Regis College, Massachusetts

Informal Diagnosis Prescriptive Program Abstract
Arkansas Department of Education (available through Midwest Regional Resource Center and through ERIC)

Managing Disturbed Disruptive Behavior
University of Maine, Farmington

Project SELECT (Special Education Learning Experiences through Competency in Teaching)
Arizona Department of Education

Project STRETCH (Strategies for Training Regular Educators to Teach Children with Handicaps)
Metropolitan Cooperative Education Service Agency, Georgia

We Grow Kids (An instructional model for inservice training)
University of Georgia (no-cost loan)

EVALUATION INSTRUMENT

Standardized Evaluative Opinionnaire (staff developed)
Iowa Department of Public Instruction

NEWSLETTER

Inservice Mainstreaming Project Newsletter
University of South Alabama

MODULES AND TRAINING PACKETS

Instructional Modules: Individual Differences -- Individualizing of Instruction, State Consortium on Special Education Certification (selected competencies)
Washington State University

SELECT Training Packet. 20¢ per component. (See the SELECT brochure to determine components.)
Arizona Department of Education

Special education competencies for the regular classroom teacher: Modules
University of Northern Florida ($1.00)

Scripts of modules with pre and post tests in five areas: diagnostic skills, adapting activities to limitations of special education students, behavior management, problem-solving, effective use of available resources.
Frederick Burk Foundation, San Francisco State University

Collaborative Training for Generic Special Teacher and Regular Educator (training package)
Regis College, Massachusetts

Mainstreaming method packet
Mansfield State College, Pennsylvania

Training packet including inservice model and designs for workshops.
School District of Saginaw, Michigan

Mini-courses for regular education personnel (training packet)
University of Maine, Farmington

Exceptional Children in the Regular Classroom (training packet)
Kansas State University

Preservice/inservice instructional units and related activities, suggestions, media and resources, related materials for college faculty and inservice instructors (training package)
University of Northern Colorado

Special Education for Regular Educators (Project SERT): Training modules in comprehensive special education, informal assessment, formal appraisal, evaluation of instruction, team planning for student program management, organizing content for individual differences, materials selection, classroom management.
Region 10 Education Service Center, Richardson, Texas ($19.95 per module)

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